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ABSTRACT

The report presents a record of the first year's activities of Project MODEL (Mobile Occupational Development Education Laboratories), including indepth statements on policies, organizational structures, schedules, financial verification, and projects for the next year of operation. The document serves as a manual of policies and procedures for the project as well as a study of the successes and difficulties of the inservice program. The project was designed as an experimental program to be used to develop inhouse, ongoing programs in institutions and agencies that serve the handicapped and disadvantaged. It is an alternative delivery system for career development in terms of occupational training for the institutionalized, handicapped, and disadvantaged populations in Massachusetts. Four mobile multimedia laboratories, teacher coordinators, and aides provide students with "hands-on self-instructional learning." Instructional programs are compact, lasting from two to twelve weeks. Educational opportunities in each mobile unit are unlimited and diversified enough to meet the basic needs of most students. (Author/AJ)

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MASSACHUSETTS STATE DEPARTMENT OF EDUCATION

DIVISION OF OCCUPATIONAL EDUCATION

in Cooperation with

NASHOBA VALLEY TECHNICAL HIGH SCHOOL

PROJECT # D18873

MOBILE
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FIRST ANNUAL REPORT

July 1, 1972 thru June 30, 1973

PROJECT MODEL
173 Chelmsford Street
Chelmsford, Massachusetts
01824

September 1973

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Letter of Transmittal

173 Chelmsford Street
Chelmsford, MA 01824

September 15, 1973

To: Dr. Charles H. [illegible]
Mr. Thomas Lafiona[illegible]

Because of the voluminous nature of this Annual Report, three copies have been made for limited distribution.

This distribution is as follows:

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Copy #2 - Mr. Thomas Lafionatis, Superintendent-Director, Nashoba Valley Technical High School, for the District Committee

Copy #3 - Hard Bound for library loan through the office of Project MODEL

Original Draft - Dr. Everett R. Warzecha, Director of Project MODEL - To be kept with Project file

A brief abstract of this report has been prepared in quantity and will be made available upon request.

PROJECT MODEL

FIRST ANNUAL REPORT

This report presents a record of the first year's activities of Project MODEL including in-depth statements on policies, organizational structures, schedules, financial verification, and projections for the next year of operation. This document should serve as a manual of policies and procedures for the project as well as a study of the successes and difficulties of the in-service program. Changes and/or additions to this draft should be made in writing to Dr. Everett Warzecha, Project Director, Chelmsford, Massachusetts.

Approved:

Project Director

Everett R. Warzecha

Dr. Everett R. Warzecha
Project Director
Project MODEL

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ACKNOWLEDGEMENTS

This document of MODEL's growth and achievements to date, represents over three months of research, preparation, and editing. It would have been impossible to complete, without the extensive reporting and record keeping which was maintained by all of MODEL's staff. Their efforts and understanding of the necessity for accurate critiques of activity was and is greatly appreciated.

This report is also a testimonial of the outstanding achievements of the teachers, administrators, and secretaries, in light of the many overwhelming constraints and frustrations encountered during this past year. It has been the desire of the contributors to point out these accomplishments by identifying the instructional and administrative problems that took place, as well as the alternatives selected to rectify them. MODEL is now a stronger and more viable program because these weaknesses were recognized and the strengths utilized effectively.

Editing, compilation, and analytical services provided by:

Henry J. Scarfo
Box 354
Henniker, New Hampshire

1.0 INTRODUCTION

1.1 DIRECTOR'S MESSAGE

Project MODEL is in the midst of its planning year -- on its way to developing an operational schedule during January 1974. The intent of this report is to share the result of the past year's administrative, logistical, and instructional procedures with those for whom it has relevance.

Project MODEL was designed as an experimental program to be used to help develop in-house, ongoing programs in institutions and agencies that serve the handicapped and disadvantaged. It is not a panacea, but merely an alternative delivery system for career development in terms of occupational training for the handicapped and disadvantaged populations in the Commonwealth of Massachusetts.

It is my personal belief that every student, child, teenager, or adult be provided the opportunity to become good citizens, be economically self-sufficient, and thus, become productive members of our society. Project MODEL is designed to accomplish these goals. It is my further belief that every student, physically and mentally handicapped, socially and economically disadvantaged, be given the opportunity to discover and develop, within each student's capabilities or limitations, inherent abilities, attitudes, and interests.

It should be emphasized that the central features of a successful educational program include good qualities in the following: teachers, facilities, instructional materials, leadership, curriculum organization, and community relations.

Efforts to improve the organization and delivery of occupational education will produce better educational opportunities for these students only to the extent that they are accompanied by improvements in the aforementioned.

Project MODEL is always in a constant state of evaluation and improvement. Presently, the emphasis is on in-service training for all Staff and programs in order to better meet the needs of the populations we are to serve. Hopefully, by January, 1974, all Teaching Staff and programs will have been involved with each of four populations representing the handicapped, and disadvantaged; i.e., physically handicapped, mentally handicapped, Black and Spanish minorities, and correctional institutions.

I wish to express my sincere appreciation to the State Department of Education, and especially to Dr. Charles Buzzell, Associate Commissioner; Dr. Eugene Curran, Director of the Bureau of Special Needs; and Mr. Thomas Lafionatis, Superintendent-Director of the Nashoba Valley Technical High School for their support and encouragement in the initiation and development of Project MODEL to this date.

Everett R Warzecha

Dr. Everett R. Warzecha
Project Director
Project MODEL

1.2 MISSION AND GOALS

Project MODEL (Mobile Occupational Development Educational Laboratories) is a mobile career development program designed to provide educational and vocational learning opportunities to specific population groups throughout the Commonwealth of Massachusetts who have been denied training opportunities to better compete in the present job market.

The project is Federally funded under the Vocational Amendments Act of 1968 and sponsored by the Massachusetts Department of Education, Division of Occupational Education, under the direction of Dr. Charles Buzzell, Associate Commissioner of Education. Fiscal operations are conducted through the District Committee of Nashoba Valley Technical High School, the executive officer, Mr. Thomas Lafionatis.

Four mobile multi-media laboratories, teacher coordinators, and aides provide learning experiences for students with special needs through personal interaction, exposure, training, and evaluation. Project MODEL's program is designed to:

(1) Evaluate the interests, abilities and aptitudes of clients

(2) Develop marketable skills for entry-level positions

(3) Restore dignity, motivation, and confidence by allowing students to experience success while developing abilities

(4) Assist the Receiving Agency in the placement of the student in an appropriate environment which will utilize the abilities and knowledge acquired through the instructional program.

The KEY to successful learning experiences and ultimate job placement is "hands on self-instructional learning" of a variety of work tasks using sight, sound, and touch, at a pace equal to the capabilities of each individual client. This unique and innovative method of teaching is designed to reach students who have been turned off by traditional learning methods; assist those with short attention spans; provide confidence for students too embarrassed to seek assistance; and bring personalized and individualized curriculums virtually anywhere to the student rather than hoping he will attend a centralized training center elsewhere. Instructional programs are short and compact lasting from two to twelve weeks.

1.3 POPULATIONS TO BE SERVED

The initial target populations for the first two operational years (July 1, 1973 to June 30, 1975) will be limited to the physically and mentally handicapped, correctional institutions, minority groups, and the economically disadvantaged in urban areas who are employable and who would otherwise receive little or no vocational assistance. Such agencies may include prisons, reform schools, institutions for the mentally and physically handicapped, juvenile detention centers, drug rehabilit[illegible] centers, migrant education centers, community action agencies, and welfare centers.

1.4 ULTIMATE OBJECTIVES

Upon completion of "the course" students will be awarded a Certificate of Achievement with an attached computerized list of Occupational Competencies which identifies abilities and levels of accomplishments. This will aid prospective employers to properly place clients in the right work environment according to the individual's own level of achievement.

The Commonwealth Of Massachusetts

Department of Education
Division of Occupational Education - In Conjunction With - Nashoba Valley Technical High School

Through

Mobile Occupational Development Education Laboratories

Certifies That

____

Has satisfactorily completed the attached list of occupational competencies in

____

And is Awarded This

Certificate Of Achievement

Given on This Day of ,197

Charles H. Buzzell
Associate Commissioner

Thomas Lafionatis
Superintendent-Director

Everett R. Wayscha
Project Director

Thomas A. St. Jermain
Chairman, School Committee

The Commonwealth Of Massachusetts

Department of Education
Division of Occupational Education - In Conjunction With - Nashoba Valley Technical High School

Through

Mobile Occupational Development Education Laboratories

Certifies That

____

Has completed a Program of Vocational Evaluation as specified in the attached ________________________ assessment Reports.

And is Awarded This

Certificate Of Participation

Given on This   Day of   ,197

Charles H. Buzzell
Associate Commissioner

Everett R. Wayecha
Project Director

Thomas LaFionatti
Superintendent - Director

Thomas A. St. Germain
Chairman, School Committee

COMPETENCIES COMPLETED

This will verify that ______________________________

has demonstrated job entry - level competency in ______________

having successfully completed, within the instructional criterion, the following performances in the occupational skill area of ______________

____

____

____

____

____

____

____

____

Verified by ______________

Teacher - Coordinator, Project MODEL

Project MODEL will also work closely with Project CAREER (Computer Assisted Research for Educational Relevance). CAREER's purpose is to define specific marketable skills and behaviors, incorporate them into viable teaching programs for CAREER Education, and validate the curriculum through in-service programming with specific segments of populations.

Eventually MODEL's program will be expanded to include additional mobile units, provide vocational experience and career education to adult and elementary levels, and will be tied directly by computer to supplement in-house programs with the latest learning information and techniques. The completed program will provide an efficient transition from the classroom to the world of work.

The development of proposals as a result of demonstration of feasible programs is of primary importance. Project MODEL will act as a seed in promoting the initiation of "ongoing programs".

2.0 PLANNING YEAR, JULY 1, 1972 - JUNE 30, 1973

2.1 MOBILE OCCUPATIONAL LABORATORIES, FUNCTIONS AND OBTAINABLE COMPETENCIES

Project MODEL's four teaching units are multifunctional providing in-depth work simulated experiences in Automotive Tune-Up and Small Engine Repair, Typewriting and Office Machine Skills; Hotel/Motel Front Desk Services, Supermarket Cashier-Checker and Retail Sales, Vocational Guidance, and Reading Diagnosis. The trailers measuring 12' x 60' and weighing over 20 tons, are structurally sound for safe and extensive travel and attractively designed for the best possible learning environment.

Complete instructional programs are self-contained in each unit and, although these materials are generally not interchanged between units, they may be used in conjunction with each other to provide a variety of simulated work experiences.

Each educational experience is correlated with a competency, which when completed, is checked off by the Teacher/Coordinator and then becomes part of the student's portfolio of achievements. When a sufficient number of competencies are completed, the student is eligible to receive a "Certificate of Achievement", which is presented to prospective employers along with the portfolio of completed competencies.

Students learn at their own rate and complete competencies equal to their own abilities and enthusiasm. Every student will receive a Certificate of Participation or Certificate of Achievement to show his participation and effort in the MODEL program.

Educational opportunities in each mobile unit are unlimited and diversified enough to meet the basic needs of most students. This adaptability of program to meet individual needs and the mobility to travel virtually anywhere makes the MODEL approach an invaluable and necessary part of today's education process.

Before a student enters a mobile unit he is pre-screened by a board consisting of members of the Project MODEL team and the Receiving Agency. After the clients have been selected for program, they are then interviewed to determine in what vocational program they would be interested and capable to train in.

Upon entering the program the client is greeted and presented with an orientation and ground rules of the do's and don'ts of the unit. A fire drill is also practiced at this time and all questions are answered by the Teacher/Coordinator in order to have misunderstandings kept to a minimum. A general listing of occupational competencies needed for the client's particular training area is then given to the client and he is ready for program.

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COMPETENCIES OBTAINABLE BY STUDENTS

2.1.1 Small Engine Repair

In the course of an eight to twelve week program, the student will receive hands-on experience in disassembling, repairing and reassembling a variety of small engines which ultimately places the student in a flexible program learning environment that can lead to entry-level jobs. Each learning carrel is a self-contained shop with two-and four-stroke cycle engines, complete tools, and slide tape lessons that allow the student to pace himself. A teacher, experienced in small engine repair and auto tune-up, lends support and individual attention. Students work on small engines for motorcycles, lawnmowers, chain saws, mini bikes and similar equipment.

Each engine is in working order when given to the student and must be returned in the same manner upon completion of all competencies. The student will also learn to troubleshoot by repairing engines with built-in malfunctions according to a "customer's complaint" in specified periods of time. The following job classifications can be met by the student:

Job Classifications

Motorcycle Repairman
Gasoline Engine Repairman
Outboard Motor Tester
Power Saw Mechanic
Life Tester, Outboard Motors
Internal Combustion Engine Inspector
Motorboat Mechanic
Motorboat Mechanic Helper
Outboard Motor Inspector
Outboard Motor Mechanic
Engine Repair Foreman
Engine Repairman, Production
Engine Testing Foreman
Engine Repairman, Service
Experimental Mechanic (Outboard Motors)

Bench Hand (Engine and Turbine)
Bench Hand (Motor and Bicycle)
Internal-Combustion Engine
  Assembler Helper
Internal-Combustion Engine Designer
Internal-Combustion Engine Assembler
Internal-Combustion Engine Sub-Assembler
Lawn Mower Repairman

COMPETENCIES

Unit 1.00 Two-Stroke Cycle

Section 1.10 Given a Lawn-Boy "D" series engine, AV programs and the necessary tools, the student will disassemble, clean and inspect, and reassemble:

1.11 Carburetor
1.12 Magneto
1.13 Powerhead
1.14 Major Components
1.15 Piston and Rod
1.16 Engine Accessories

Section 1.20 Given a Lawn Boy "D" series engine, the necessary tools, and without AV help the student will disassemble, clean and inspect, and reassemble:

1.21 Carburetor
1.22 Magneto
1.23 Powerhead
1.24 Major Components
1.25 Piston and Rod
1.26 Engine Accessories

Section 1.30 Given a Lawn Boy "D" series engine with one problem (missing part, damaged part or mal-adjustment) in each of the major components, the student will select the proper tools and make the necessary repairs.

Unit 2.00 Four-Stroke Cycle

Section 2.10 Given a Briggs and Stratton, 3 HP engine, AV programs and the necessary tools, the student will disassemble, clean and inspect, and reassemble:

2.11 Carburetor
2.12 Tappets and Cams
2.13 Valves
2.14 Crankshaft and Bearings
2.15 Powerhead
2.16 Starter
2.17 Ignition System

Section 2.20 Given a Briggs and Stratton, 3 HP engine, the necessary tools and without AV help, the student will disassemble, clean and inspect, and reassemble:

2.21 Carburetor
2.22 Tappets and Cams
2.23 Valves
2.24 Crankshaft and Bearings
2.25 Powerhead
2.26 Starter
2.27 Ignition System

Section 2.30 Given a Briggs and Stratton, 3 HP Engine with one problem (missing part, damaged part, or maladjustment) in each of the major components, the student will select the proper tools and make the necessary repairs.

Section 2.40 Given a 0-1" micrometer and AV programs, the student will use the micrometer to fill out the worksheet.

Section 2.50 Given the worksheet and AV programs, the student will fill in the following information material on technical operation:

2.51 Wiring Diagrams
2.52 Preventative Maintenance
2.53 Troubleshooting
2.54 Cooling Systems
2.55 Using a Parts Manual

Unit 3.00 Two and Four-Cycle Applications

Section 3.10 Given AV programs, necessary tools and equipment, the student will disassemble, clean and inspect, and reassemble:

3.11 Tecumseh Engine
3.12 Ohlson Rice Engine
3.13 Harley Davidson Engine

Section 3.20 Given the necessary tools and equipment and without AV programs, the student will disassemble, clean and inspect, and reassemble:

3.21 Tecumseh Engine
3.22 Ohlson Rice Engine
3.23 Harley Davidson Engine

Section 3.30 Given a problem (missing part, damaged part, or maladjustment) in each of the major components, the student will select the proper tools and equipment and make the necessary repairs:

3.41 Tecumseh Engine
3.42 Ohlson Rice Engine
3.43 Harley Davidson Engine

Section 3.40 Given a Lawn-Boy "D" series engine, AV programs and the necessary tools the student will:

3.41 Tune-Up
3.42 Plug Service
3.43 Magneto Service and Test

Section 3.50 Given a Briggs and Stratton 3 HP engine, AV programs, and the necessary tools, the student will:

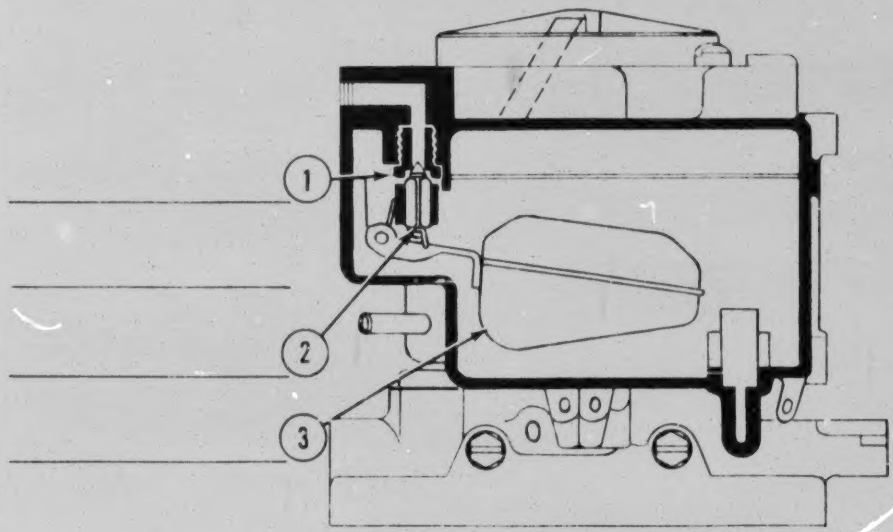
3.51 Torque Head
3.52 Use Service Manual
3.53 Use Troubleshooting Charts

Section 3.60 Given AV programs, tools and equipment, the student will service an electric starter.

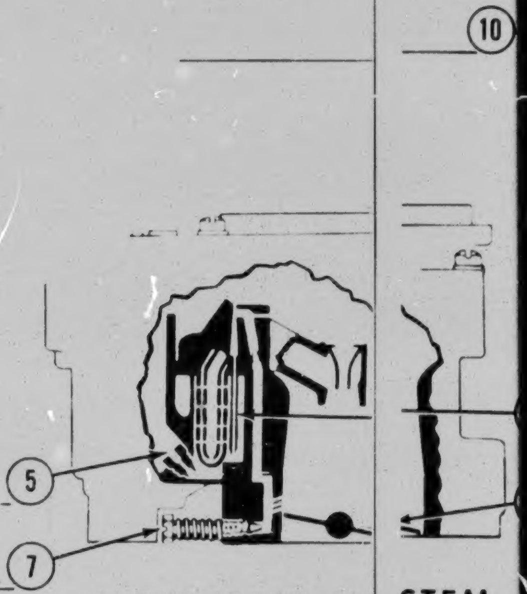
Section 3.70 Given AV programs, and worksheets the student will fill in technical material on alternator and generator theory.

Section 3.80 Given AV program and worksheet the student will fill in technical material on electrical systems maintenance.

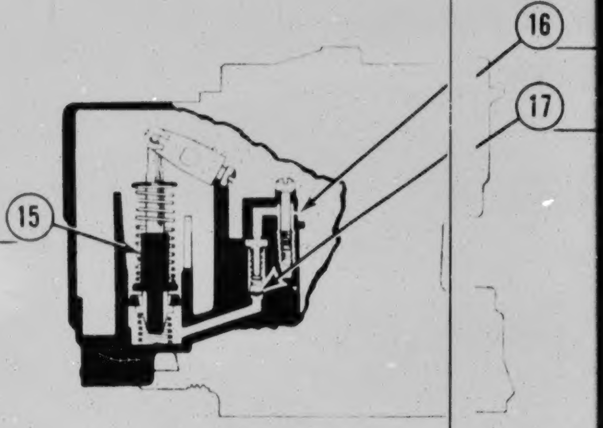
The learning of each competency is completed by using a combination of audio visual instruction and work book exercises with teacher supervision. Work book exercises are reinforced with pictural diagrams in which the student must identify and explain the usage of each engine part. This is followed by a post test to determine the amount of retention. The worksheets later become a part of the student's reference manual. Following are selected examples of pictural work sheets and post tests.



FLOAT SYSTEM



SLOW SPEED SY STEM



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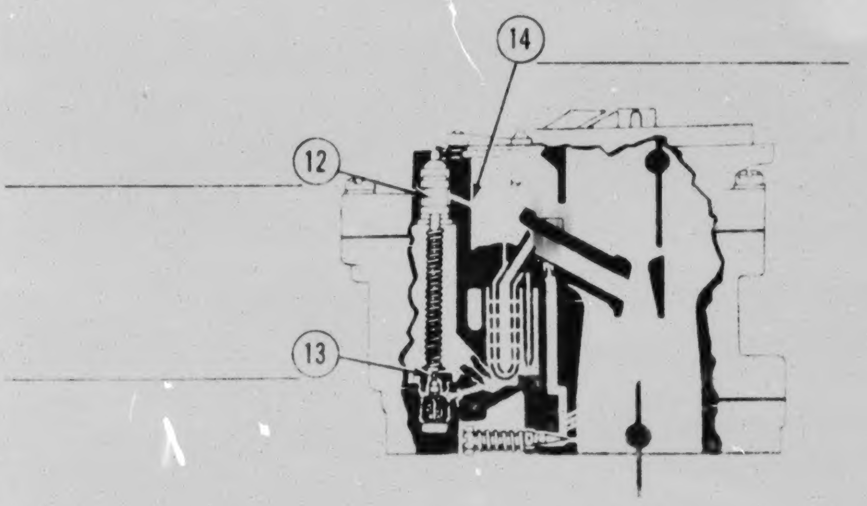
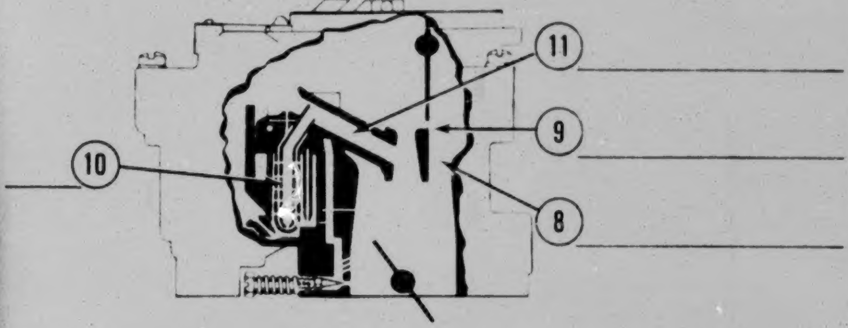
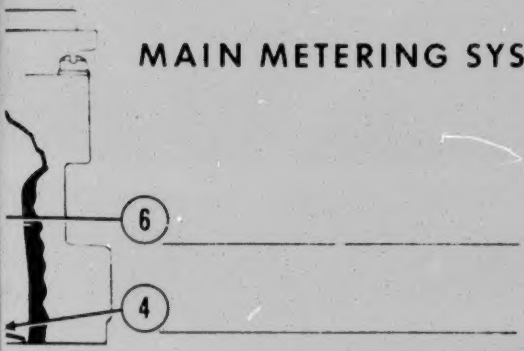


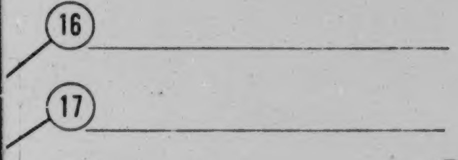
POWER SYSTEM



MAIN METERING SYSTEM



STEM



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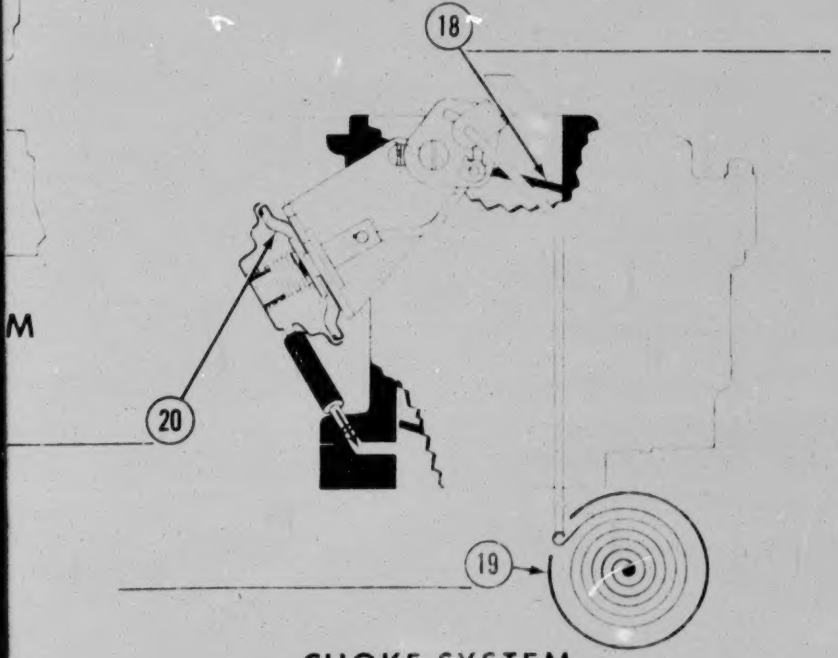

CHOKE SYSTEM

FOUR CYCLE CARBURETORS

NO.	DESCRIPTION
1	Float Needle Seat
2	Float Needle
3	Float
4	Throttle Plates
5	Main Metering Jet
6	Idle Tube
7	Idle Needle
8	Main Venturi
9	Boost Venturi
10	Main Well
11	Discharge Nozzle
12	Power Piston
13	Power Valve
14	Vacuum Relief
15	Pump Plunger
16	Pump Jet
17	Discharge Check Ball
18	Choke Valves
19	Thermostatic Coil
20	Vacuum Diaphragm

SMALL ENGINE TECHNICIAN

WORK SHEET: UNIT 11 PROGRAM 2

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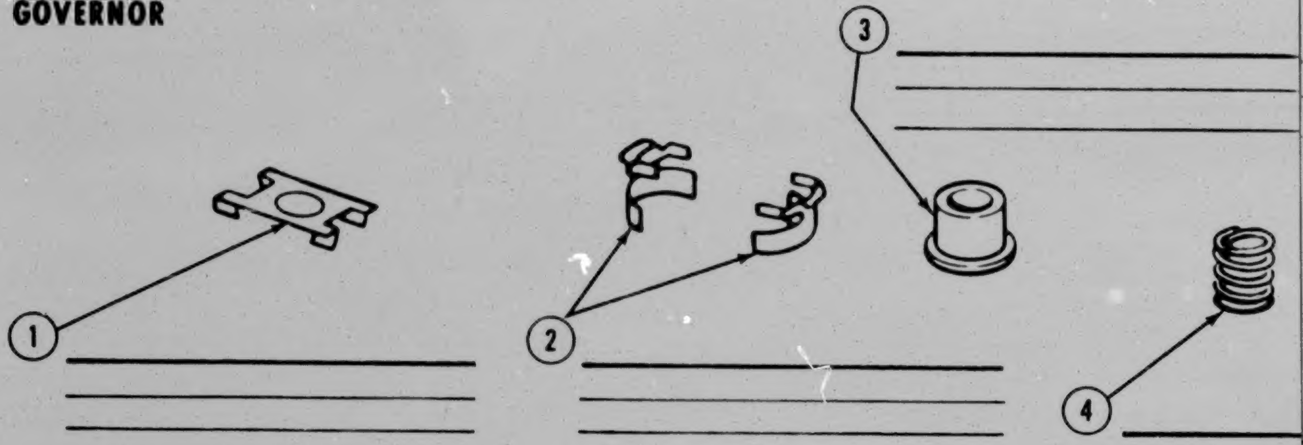
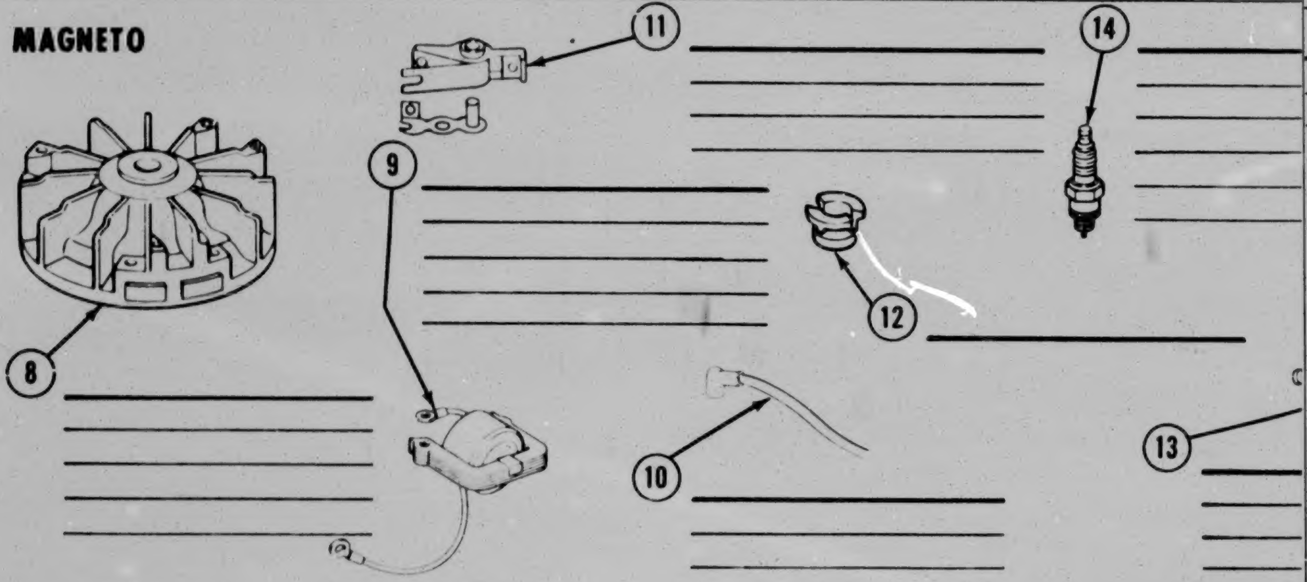
GOVERNOR



MAGNETO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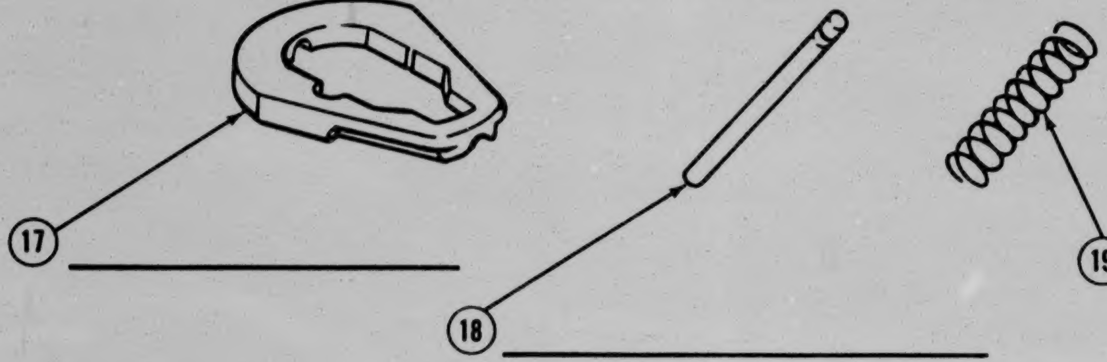
12
8
10
13

SPARK ADVANCE



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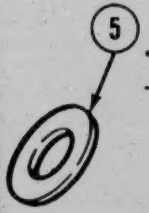

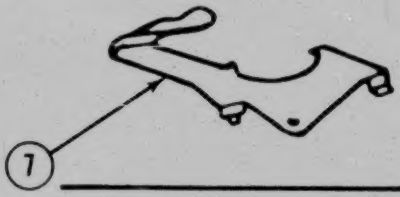

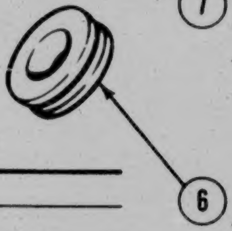

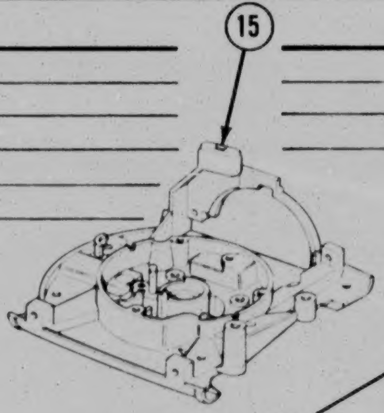

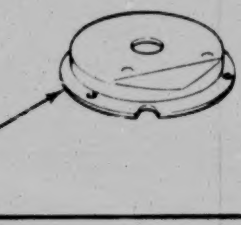

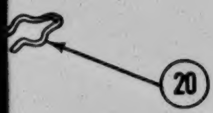

ALL SPARK ADVANCE COMPONENTS

IGNITION SYSTEM

NO.	DESCRIPTION
1	Yoke
2	Weights
3	Metal Collar
4	Spring
5	Washer
6	Nylon Collar
7	Lever
8	Flywheel
9	Coil and Laminations
10	High Tension Wire
11	Breaker Points
12	Cam
13	Condenser
14	Spark Plug
15	Magneto Plate
16	Dust Cover
17	Flyweight
18	Pin
19	Spring
20	Spring Retainer

SMALL ENGINE TECHNICIAN

WORK SHEET: UNIT 1 PROGRAM 5

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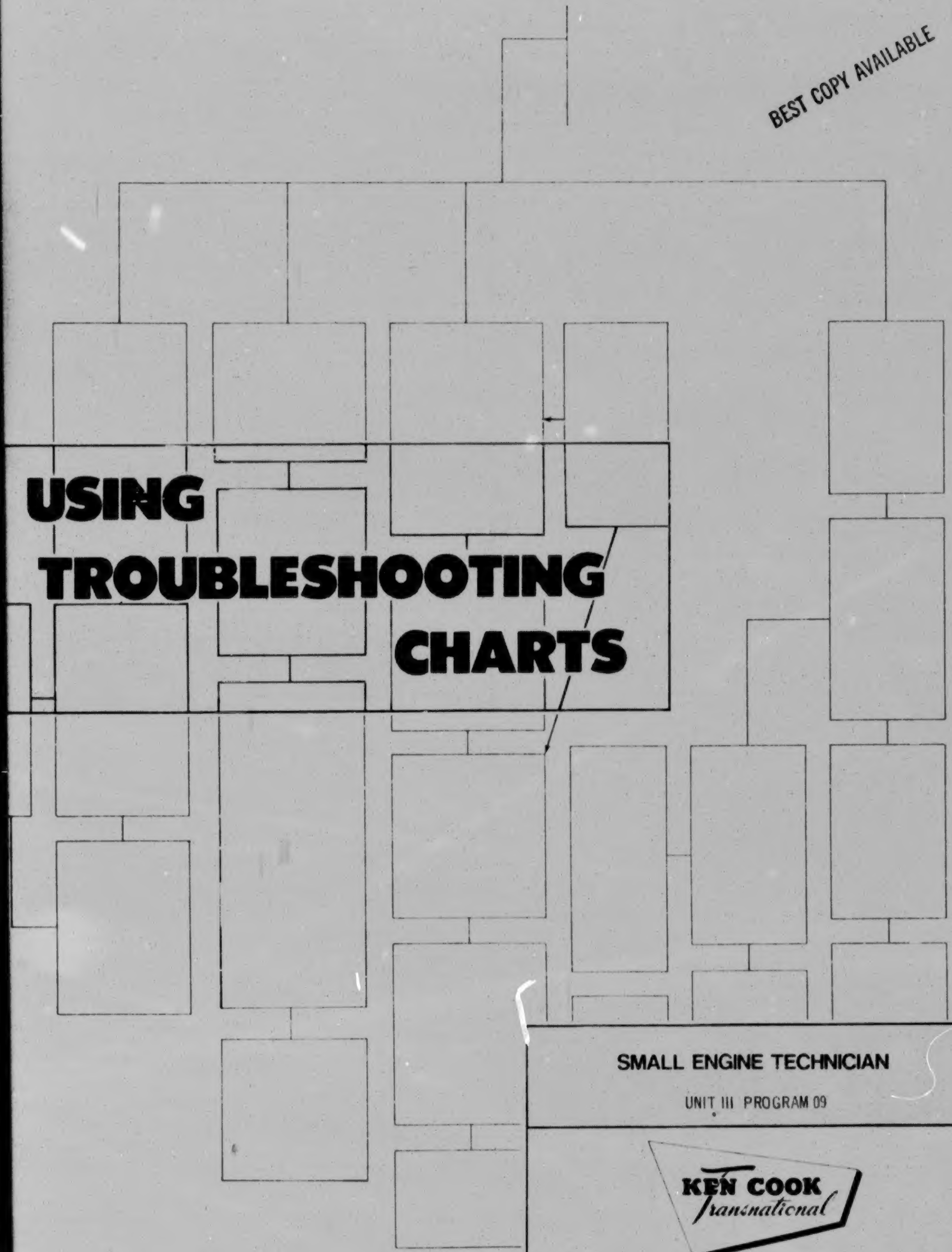

USING TROUBLESHOOTING CHARTS

SMALL ENGINE TECHNICIAN

UNIT III PROGRAM 09

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AUTOMATED TEACHING SYSTEMS

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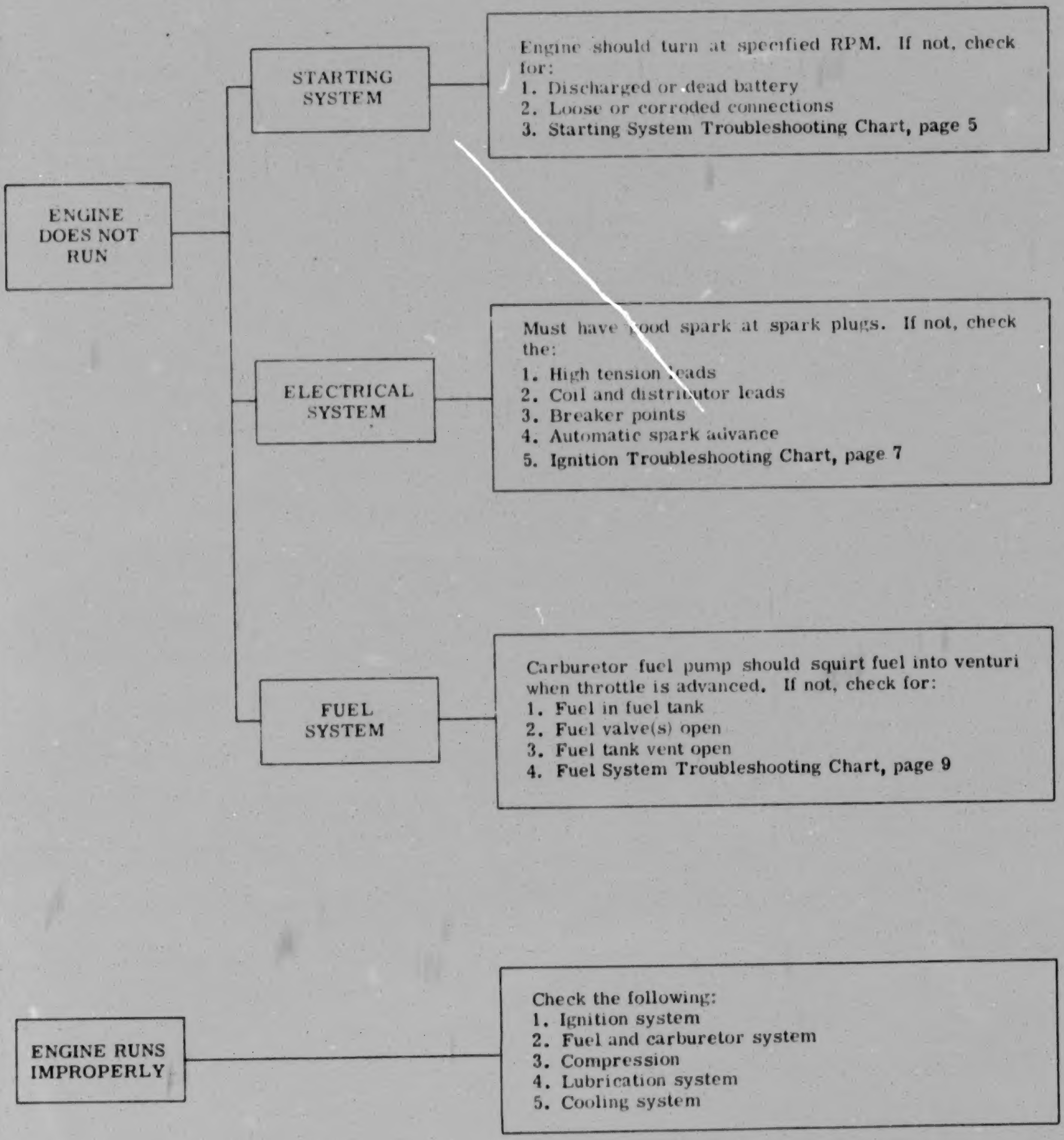
TROUBLESHOOTING - SYSTEM ISOLATION

The purpose of this chart is to help you isolate a malfunction to one or several possible systems. After determining which systems are related to the malfunction, refer to the individual system troubleshooting charts to isolate the specific cause.



ENGINE DOES NOT RUN

STARTING SYSTEM

Engine should turn at specified RPM. If not, check for:

1. Discharged or dead battery
2. Loose or corroded connections
3. Starting System Troubleshooting Chart, page 5

ELECTRICAL SYSTEM

Must have good spark at spark plugs. If not, check the:

1. High tension leads
2. Coil and distributor leads
3. Breaker points
4. Automatic spark advance
5. Ignition Troubleshooting Chart, page 7

FUEL SYSTEM

Carburetor fuel pump should squirt fuel into venturi when throttle is advanced. If not, check for:

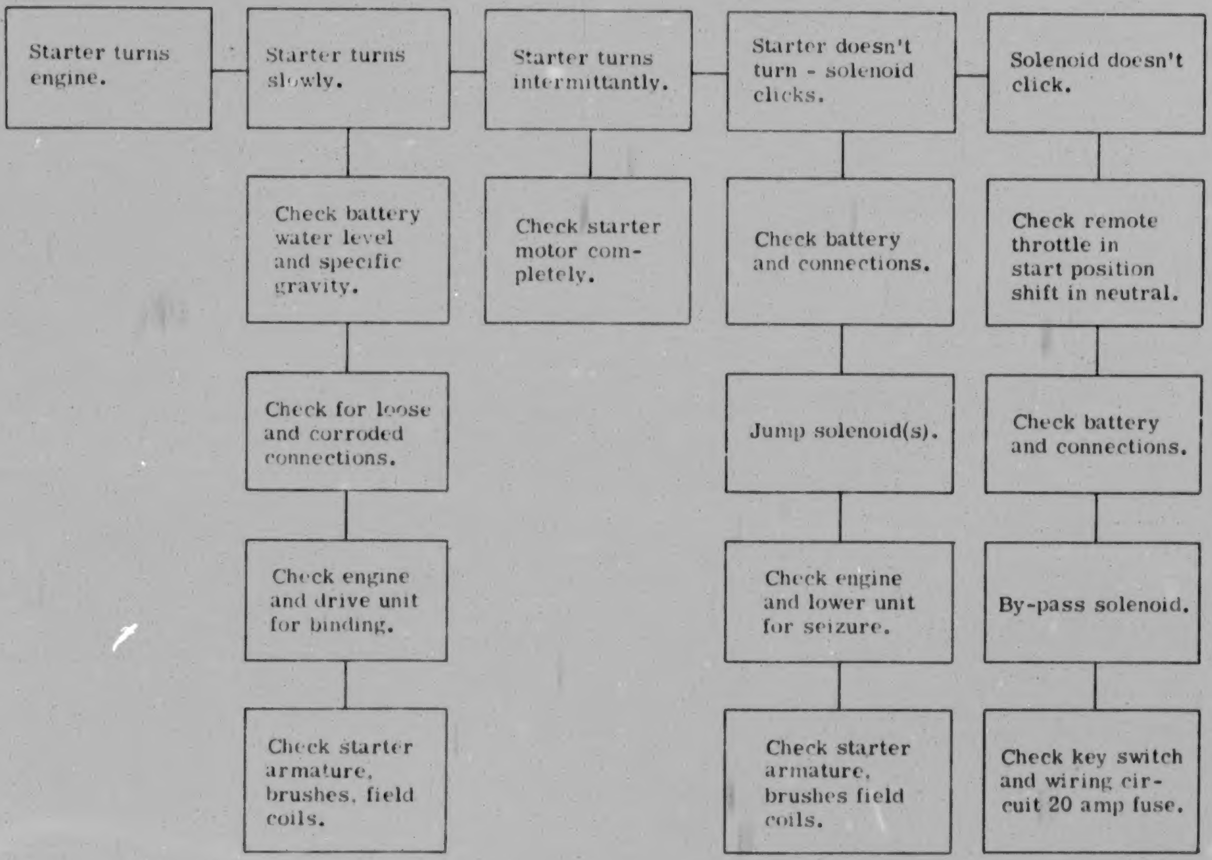
1. Fuel in fuel tank
2. Fuel valve(s) open
3. Fuel tank vent open
4. Fuel System Troubleshooting Chart, page 9

ENGINE RUNS IMPROPERLY

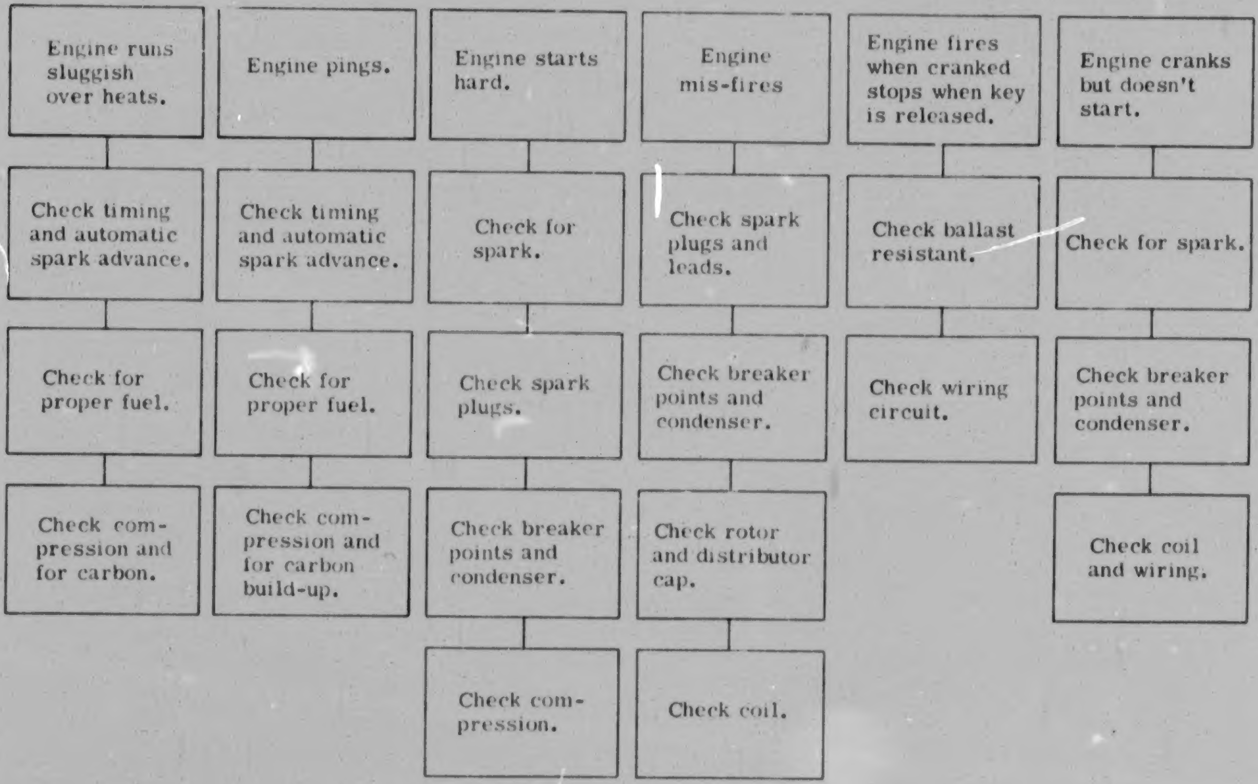
Check the following:

1. Ignition system
2. Fuel and carburetor system
3. Compression
4. Lubrication system
5. Cooling system

TROUBLESHOOTING THE STARTING SYSTEM


Starter turns engine.
Starter turns slowly.
Check battery water level and specific gravity.
Check for loose and corroded connections.
Check engine and drive unit for binding.
Check starter armature, brushes, field coils.
Starter turns intermittantly.
Check starter motor completely.
Starter doesn't turn - solenoid clicks.
Check battery and connections.
Jump solenoid(s).
Check engine and lower unit for seizure.
Check starter armature, brushes field coils.
Solenoid doesn't click.
Check remote throttle in start position shift in neutral.
Check battery and connections.
By-pass solenoid.
Check key switch and wiring circuit 20 amp fuse.

TROUBLESHOOTING THE IGNITION SYSTEM


Engine runs sluggish over heats.
Check timing and automatic spark advance.
Check for proper fuel.
Check compression and for carbon.
Engine pings.
Check timing and automatic spark advance.
Check for proper fuel.
Check compression and for carbon build-up.
Engine starts hard.
Check for spark.
Check spark plugs.
Check breaker points and condenser.
Check compression.
Engine mis-fires
Check spark plugs and leads.
Check breaker points and condenser.
Check rotor and distributor cap.
Check coil.
Engine fires when cranked stops when key is released.
Check ballast resistant.
Check wiring circuit.
Engine cranks but doesn't start.
Check for spark.
Check breaker points and condenser.
Check coil and wiring.

TROUBLESHOOTING THE FUEL SYSTEM

ENGINE DOES NOT START

- Check level in tank, check fuel tank vent.
- Check choke closed and not stuck (cold engine).
- Hold choke open and advance throttle, check for acceleration pump discharge.
  - If none, check fuel pump for output (ref spec sheet).
    - If none or inadequate, check fuel lines for blockage, tank to pump fuel line for air leaks.
    - If fuel lines ok, repair fuel pump.
  - Remove carburetor and repair acceleration pump.
- Check idle mixture adjustment.
- Remove carburetor, check float level, float needle operation, check for dirt, water, varnish in passages, worn parts.

ENGINE WILL START WHEN PRIMED, BUT NOT CONTINUE TO RUN

- Check fuel supply.
- Check idle mixture.
- Check fuel lines for blockage, air leaks.
- Check fuel pump for output (ref spec sheet).
- Remove carburetor and check for dirt, water, varnish deposits, check float level, float needle valve operation.

ENGINE HARD STARTING, COLD

- Check choke operating properly.
- Hold choke open and advance throttle - check for acceleration pump discharge.
  - If none, check fuel pump for output (ref spec sheet).
    - If none or inadequate, check for blockage in fuel lines, air leaks in fuel line from tank to fuel pump.
      - If ok, repair/replace fuel pump.
- Repair carburetor acceleration pump.
- Remove carburetor, check float level, float needle operation, check for dirt, water, varnish deposits, check for worn parts, leaking gaskets.

ENGINE HARD STARTING, HOT

- Check carburetor for flooding (smell of raw gas).
  - Check choke for sticking, not opening fully.
  - Remove carburetor, check float level, float needle valve operation, condition.
  - Check for fuel line on or near exhaust manifold, causing percolating in lines.

ENGINE RUNS ROUGH, LOW SPEED

- Check proper choke operation, check idle mixture, speed.
- Check for dirt or water in fuel, excessive or insufficient fuel pump pressure.
- Remove carburetor and check for proper float level, internal blockage, defective parts, varnish deposits in passages.
- Check other systems; intake manifold leaks, sticking valves, overheating, etc.

ENGINE RUNS ROUGH, HIGH SPEED

- Check for sufficient fuel in tank, blocked fuel cap vent, proper fuel.
- Check proper choke operation.
- Check for water or dirt in fuel - fuel pump output, (ref spec sheet) blockage or air leaks in fuel line.
- Remove carburetor and check float level, float needle valve operation, proper high speed jet, internal blockage, varnish, worn parts.

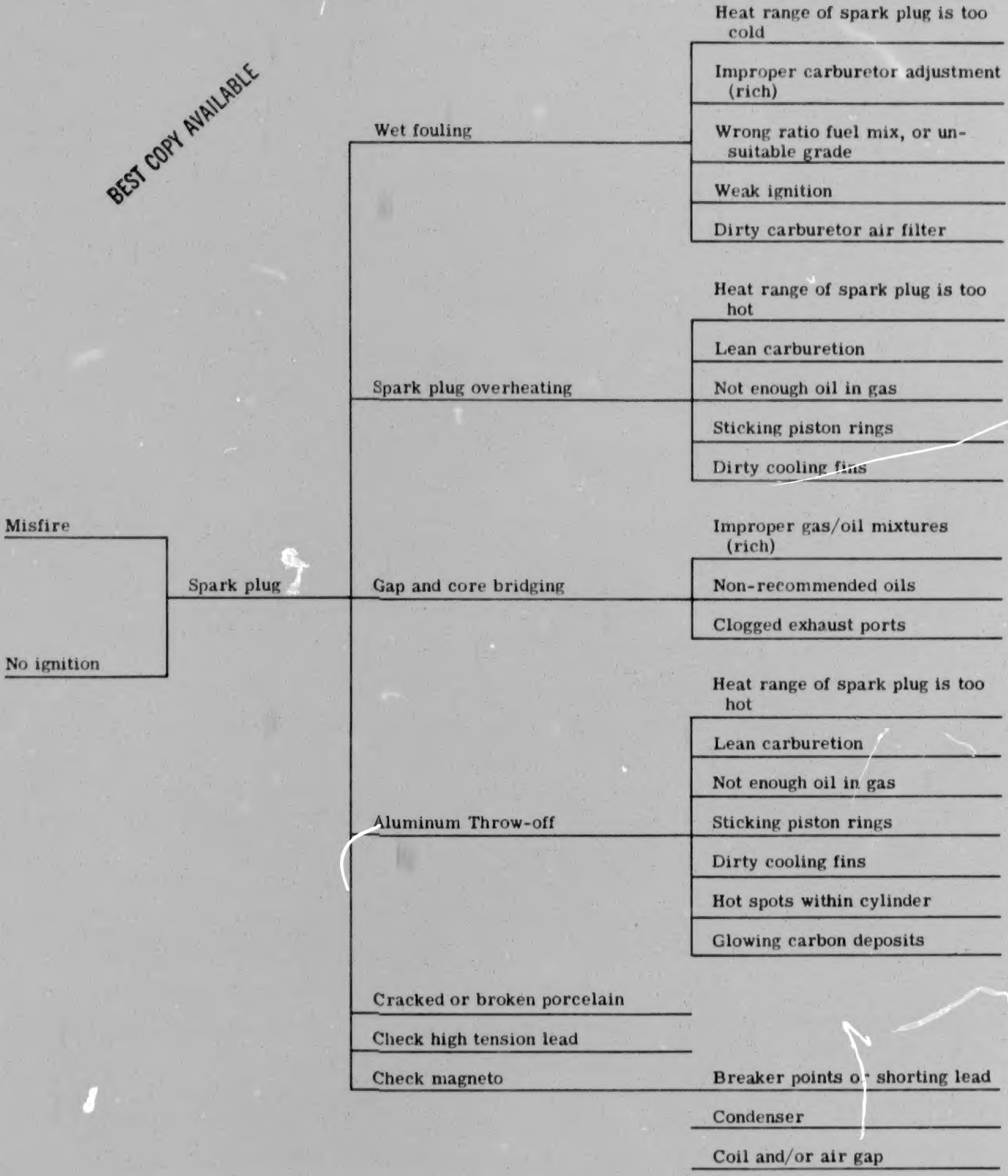
ENGINE DIES (ON INITIAL ACCELERATION) OR ACCELERATION FLAT SPOT

- Check low speed needle adjustment, manifold leaks.
- Check fuel lines for fuel, leaks or particially plugged vent cap hole.
- Check carburetor accelerator pump for output.
- Check for water or dirt in fuel, check fuel pump for output (ref spec sheet).
- Remove carburetor and check for dirt and water, check float level and float needle valve for operation, check for varnish in passages, worn parts, check for proper high speed jet.

ENGINE WILL NOT TURN RECOMMENDED R.P.M.

- Check throttle linkage adjustments to insure throttle opens fully.
- Check fuel lines for leaks, fuel pump for sufficient output (ref spec sheet).
- Check choke operation.
- Remove carburetor and check float level, proper high speed jet, check passages for dirt and varnish.
- Check boat for proper trim, propeller, check hull for marine growth.
- Check engine and drive unit for partial seizure.

TROUBLESHOOTING SPARK PLUGS



- Misfire
- No ignition
  - Spark plug
    - Wet fouling
      - Heat range of spark plug is too cold
      - Improper carburetor adjustment (rich)
      - Wrong ratio fuel mix, or unsuitable grade
      - Weak ignition
      - Dirty carburetor air filter
    - Spark plug overheating
      - Heat range of spark plug is too hot
      - Lean carburetion
      - Not enough oil in gas
      - Sticking piston rings
      - Dirty cooling fins
    - Gap and core bridging
      - Improper gas/oil mixtures (rich)
      - Non-recommended oils
      - Clogged exhaust ports
    - Aluminum Throw-off
      - Heat range of spark plug is too hot
      - Lean carburetion
      - Not enough oil in gas
      - Sticking piston rings
      - Dirty cooling fins
      - Hot spots within cylinder
      - Glowing carbon deposits
    - Cracked or broken porcelain
    - Check high tension lead
    - Check magneto
      - Breaker points or shorting lead
      - Condenser
      - Coil and/or air gap

SMALL ENGINE TECHNICIAN-UNIT 2

TEST SHEET

GROUP ONE: Carburetor Servicing -- Four Cycle Carburetors -- Cooling Systems

Name____________________ Date____________________

(Circle your answer choice.)

1-1. After the idle valve has been seated during installation, it should be...

A. Backed off 3/4 turn
B. Backed off 1-1/2 turns
C. Left fully seated
D. Removed and inspected

1-2. If the float is not level, it can be adjusted by...

A. Bending the hinge pin
B. Installing a new float needle seat
C. Bending the float tang
D. Both A & C

1-3. A solvent should be used to clean...

A. All carburetor parts
B. Only metal parts
C. Only nylon and plastic parts
D. None of the above

1-4. An increase in air speed at the venturi creates...

A. A high pressure area
B. A vacuum
C. A low pressure area
D. Atmospheric pressure

1-5. For the fuel-air mixture to be combustible, it must have a ratio of...

A. From 12 to 16 parts of air to one part fuel
B. From 1 to 12 parts of air to 16 parts of fuel
C. From 1 to 16 parts of air to 12 parts of fuel
D. One part of air to one part of fuel

1-6. Which of these parts is NOT found on the carburetor?

A. Inlet valve seat
B. Governor
C. Venturi
D. Throttle lever

1-7. When the choke plates are partly closed, what effect does this have on the fuel-air mixture?

A. It becomes leaner
B. It becomes richer
C. It remains unchanged

1-8. There are _____ basic systems incorporated in the two-barrel carburetor.

A. 2
B. 4
C. 6
D. 8

1-9. An air-cooled engine gets rid of excess heat by means of...

A. Its exhaust system
B. Flywheel fins
C. Cylinder block fins
D. A baffle
E. B, C, & D

1-10. An engine runs better when it is...

A. Cold
B. Warm
C. Overheated

TEST

PRE-POST FOR AUTOMOTIVE TUNE-UP
(TEACHER DEVELOPED INSTRUMENT)

NAME ______________________

TIME

START ______________________
STOP ______________________
TOTAL ______________________

I. Electrical Terms

Define

1. Circuit ______________________

2. Open Circuit ______________________

3. Short Circuit ______________________

4. Ground ______________________

II. General

TRUE	FALSE	
____	____	1. The main job of the cranking circuit is to start the engine.
____	____	2. The cranking circuit works only when the engine is operating.
____	____	3. The battery must be grounded by using heavy cable from the negative side of the battery to the car frame.
____	____	4. The main functions of the charging circuit are to supply electricity while the car is running and to keep the battery fully charged.
____	____	5. The cranking circuit draws current from the alternator or generator if the battery is weak.
____	____	6. With the battery hooked into the junction block terminal, the junction block becomes a multiple battery connection.
____	____	7. In the secondary circuit, the voltage is delivered to the center tower of the distributor cap from the tower of the coil - by means of the high tension lead or power lead.

TRUE FALSE

_____ _____ 8. The high voltage necessary to force the spark to jump the gap at a spark plug is created when the contact points in the distributor open and the magnetic field in the coil collapses.

_____ _____ 9. The lighting circuit is composed of electricity producing devices for operating accessories.

Distributor General

TRUE FALSE

_____ _____ 1. It is the cam lobe on the breaker lever arm which the rubbing block pushes as the breaker cam rotates.

_____ _____ 2. The stationary contact point is attached to the end of the breaker lever arm.

_____ _____ 3. The automatic timing control adjusts the timing of the primary current at the spark plug.

_____ _____ 4. The points act as the switch which controls the primary and secondary circuit.

_____ _____ 5. The rotor is always at one of the metal contacts under the distributor cap just when the breaker points close.

_____ _____ 6. When the points open, the condenser returns the current it stored when the points closed.

_____ _____ 7. The rotor receives secondary current through the center tower of the distributor.

_____ _____ 8. The condenser provides a place for current to flow until the points are safely separated.

_____ _____ 9. The distributor passes primary current to each spark plug according to the firing order of the engine.

_____ _____ 10. Every car has at least one set of contact points.

III. Cranking

1. A 12V car battery should not test below_____volts when cranking.

2. A battery cable should not have over_____volts resistance.

3. The solenoid should not have over_____volts of internal resistance.

IV. Charging

1. A 6V electrical system will have_____volts when charging.

2. With the engine running and the regulator jumped, the alternator should put out_____volts.

3. With the engine running there should not be more than_____volts of resistance in any wire.

V. Ignition Circuit

1. The resistor block on a 12 volt system should have no less than_____ volts output.

2. With the center lead grounded from the distributor cap and the engine cranking, the points should have no less than_____volts on a 12 volt car.

3. With the engine running the points should have no less than_____ volts on a 12 volt car.

4. The secondary circuit of the coil can produce_____volts momentarily.

5. The primary circuit of the coil can produce_____volts momentarily.

VI. Oscilloscope

1. Can you hook up a sun oscilloscope to an engine? Yes_____ No_____

Demonstrate the following test:

2. Plugs ____________________
3. Ignition wires ____________________
4. Distributor cap ____________________
5. Rotor ____________________
6. Points ____________________
7. Condenser ____________________
8. Coil ____________________
9. Resistor ____________________

VII. Volt Ampere Tester

1. Can you hook up a sun volt ampere tester to an engine? Yes_____ No_____

Demonstrate the following test:

2. Battery capacity

3. Starting system

4. Charging system

5. Voltage regulator

6. Diode-Stator

7. Battery drain

2.1.2 Automotive Tune-Up

This section is equipped with an engine simulator and a variety of automotive wiring boards plus an operating V-8 engine for hands-on performance. This comprehensive automotive tune-up system is designed to give the student a marketable skill. At the completion of the program, along with a certificate, the student retains his worksheet. Together, these form a reference manual for his use in future employment and serve as a general manual for repairing a variety of one-cylinder, two-and four-stroke cycle engines. As in small engine repair, an average program will last approximately eight to twelve weeks.

Competencies

Unit 1.00 Ignition System

Section 1.10 Ignition System Theory

1.11 Given an unconnected diagram of a basic ignition system with all components, the student will draw connections of all wires and label wires, circuits and components.

1.12 Given classroom instruction and visual aids firing order 1, 8, 4, 3, 6, 5, 7, 2, the student will sketch a typical ignition system and firing order for an 8-cylinder, secondary wiring circuit and label.

1.13 Given pencil, paper, and a list of all components of the basic ignition system, the student will describe the purpose and functions of each.

Section 1.20 Points

1.21 Given ignition points for an 8-cylinder engine and tools, the student will install ignition points to .001 of an inch or 1 degree of dwell.

1.22 Given vehicle distributor, points and tools with manufacturer's specifications, the student will remove and replace points using feeler gauge so that distributor is operational in accordance with manufacturer's specifications.

1.23 Given distributor, points, condenser, dwell meter and standard tools with specifications, the student will install the points and condenser and adjust to manufacturer's specifications.

1.24 Given distributor, specifications, parts and tools, the student will replace points and condenser, adjust spring tension and set point opening.

Section 1.30 Plugs

1.31 Given an engine block, spark plugs, spark plug gauge, special tools and specifications, the student will adjust and install spark plugs to manufacturer's specifications.

1.32 Given a running engine, proper hand tools, and specifications, the student will remove spark plugs, inspect, clean file, gap, test and replace.

Section 1.40 Distributor

1.41 Given an 8-cylinder engine, a distributor cap and rotor, and proper tools, the student will remove and replace distributor cap and rotor. Engine should be operational and all spark plugs firing in the proper sequence.

1.42 Given an 8-cylinder engine, manual, specifications, equipment, parts and tools, the student will remove distributor from engine, clean and inspect, replace needed parts, set and adjust distributor, install engine, and set timing.

Section 1.50 Plug Wires

1.51 Given an engine, ignition wires and standard tools, the student will replace ignition wires.

1.52 Given a vehicle needing one or more ignition wires, manual and special tools, the student will locate, replace and properly route plug wires.

1.53 Given a vehicle with T.V.R.S. plug wires and ohmmeter, the student will test and note resistance of all plug wires.

1.54 Given a vehicle idling with a miss, the student will locate non-operating wire or plug.

Section 1.60 Ignition Coil

1.61 Given an engine needing an ignition coil, coil and tools, the student will identify and remove wires, remove coil, replace and install wires.

1.62 Given an ignition coil, small tools, instruction, test unit and specifications, the student will test coil and compare results with specifications.

1.63 Given an engine and engine scope with specifications, the student will install scope on ignition system and determine coil output.

Section 1.70 Timing

1.71 Given a running engine, manufacturer's specifications, and power timing light, the student will set ignition timing to manufacturer's specifications.

1.72 Given an engine requiring ignition timing, adjusted timing light, tachometer and shop manual, the student will identify engine, look up timing specification and procedure, and adjust timing.

1.73 Given an engine distributor, tools, specifications and timing light, the student will take out and install distributor to specified timing so that ignition would operate within specifications.

Unit 2.00 Automobile Charging Circuit

Section 2.10 Charging circuit theory

2.11 Given a diagram of an amp meter and light bulbs and a pencil, the student will draw connections that will hook up bulb in series.

2.12 Given a diagram of a volt meter, light bulbs and a pencil, the student will draw connections that will hook up bulbs in parallel.

2.13 Given a pencil and paper, the student will describe in writing, without aid, the major differences between a circuit, circuit generators and alternators.

Section 2.20 Alternator

2.21 Given alternator stators, test equipment and manual, the student will test and identify shorted and open circuits in alternator stators.

2.22 Given an alternator, manual, repair parts, tools and test equipment, the student will identify, test and replace inoperative diodes.

2.23 Given an alternator, test light, ohmmeter, parts and tools, the student will disassemble, test rotor and stator for open circuits, shorts and grounds. Replace needed parts. Clean slip ring. Assemble and test.

2.24 Given alternator rotors, test equipment and manual, the student will test and identify shorted and open circuits in alternator rotors.

Section 2.30 Generator

2.31 Given a defective generator and an amp meter, the student will locate the malfunction and repair.

2.32 Given a generator, a growler tester, parts and tools, the student will disassemble, test armature, fields and end plate for shorts, opens and grounds. Replace worn or inoperative parts. Assemble and bench test.

Section 2.40 Fan Belt Service

2.41 Given related lessons and visual aids, the student will draw a single fan belt mechanism, show adjustment, and describe what is meant by deflection.

2.42 Given an engine with a loose fan belt, tools and instructions, the student will adjust the belt.

2.43 Given an engine, fan belt, specifications, tension gauge and tools, the student will replace belt, and adjust belt tension to specifications.

Section 2.50 Starting Circuit

2.51 Given an engine with starter operating problem, a low reading voltmeter, wire diagram and specifications, the student will test for voltage drop at each connection of circuit, compare to specifications and repair malfunction.

2.52 Given an engine with defective battery cable and replacement cable, the student will remove cable and clamps, clean parts and reassemble.

2.53 Given an engine with slow operating starter, specifications and volt-amp-load tester, the student will test battery and starter, determine faulty unit.

2.54 Given engine with starter not operating, manuals, test growler, parts and tools, the student will remove from car, disassemble, replace needed parts, test and reinstall.

Section 2.60 Battery Charging

2.61 Given an engine with weak battery and fast battery charger, the student will properly connect charger, set charger for proper amperage and time.

2.62 Given an engine with dead battery, slow charger and hydrometer, the student will remove battery and test, determine state of charge and time required for charge, bring to full charge, and reinstall in engine.

2.63 Given a fast charger, voltmeter and engine with low battery, perform a 3-minute charge test and determine internal condition of battery.

Section 2.70 Battery Test

2.71 Given a single line drawing of a storage battery and pencil, the student will label all parts.

2.72 Given a battery tester and instructions, the student will demonstrate use of proper test procedure.

2.73 Given a textbook on specific gravity, the student will learn the theory of specific gravity to test the state of charge of a battery.

2.74 Given a battery, tester, hydrometer and specifications, the student will test specific gravity and voltage of the battery.

2.75 Given a storage battery and hydrometer (with thermometer), the student will test for specific gravity, correct for temperature, determine rate of charge condition of battery and record reading.

2.76 Given an engine with a dead battery, slow charger and hydrometer, the student will remove battery, test, determine state of charge and required hours of charge, bring to full charge and reinstall in engine.

Unit 3.00 Automobile Fuel System

Section 3.10 Fuel System Theory

3.11 Given a single line drawing of a simple carburetor and pencil, the student will label the high speed, float, idle, accelorator and choke circuits.

3.12 Given paper and pencil, the student will describe evaporation, atomization, atmospheric pressure and venturi principle.

3.13 Given a list of trouble symptoms and an assigned carburetor, the student will be able to diagnose problem areas in carburetor from a list of trouble symptoms given.

3.14 Given a cross section view of a single action fuel pump and pencil, the student will label all parts and describe purpose of each.

3.15 Given paper and pencil, the student will describe the properties and dangers of gasoline.

3.16 Given paper and pencil, the student will describe the pressure system, fuel system, gravity system and vacuum system.

3.17 Given related classroom and necessary supplies, instruction and visual aids, the student will draw a typical fuel system from gas tank to intake manifold; label all parts that fuel comes in contact with. Parts must include: tank, lines, pump, diaphragm, intake valve, outlet valve, filter, carburetor float and valve, low speed jet, high speed jet, metering rod or jet, idle adjusting screw, throttle valve and intake manifold.

Section 3.20 Fuel Supply

3.21 Given an engine with a gasoline filter, special tools and standard tools, the student will remove and replace gas filter.

3.22 Given a functional engine, specifications, vacuum-pressure gauge and tools, the student will test fuel pump vacuum, pressure and volume; check against specifications and record findings.

Section 3.30 Carburetor Service

3.31 Given an air cleaner, cleaning materials, needed tools, shop manual, the student will service air cleaner.

3.32 Given a running engine, necessary equipment and shop manual, the student will check for proper operation of choke and adjustment of idle air and idle speed according to manufacturer's specifications.

3.33 Given an engine in good condition, tachometer, vacuum gauge, screwdriver, and factory specifications, the student will check the engine against factory specifications.

3.34 Given an engine, hand tools, and factory specifications, the student will properly adjust the automatic choke.

3.35 Given an engine with no fast idle setting, idle gauge, carb tools and instructions and specifications, the student will repair and adjust the fast idle cam.

3.36 Given an engine with a frozen heat-riser, tools, and instructions, the student will free up heat-riser.

Unit 4.00 Automobile Tune-Up

Section 4.10 Tune-Up Theory

4.11 Given an engine, analyzer, specifications, parts and tools, the student will replace spark plugs, points, condenser, air and gasoline filters, adjust timing and carburetor for a smooth engine at all R.P.M.'s.

4.12 Given an engine, points, plugs, condenser, tools and equipment as outlined in shop manual, the student will complete a minor tune-up so that the engine runs smooth.

4.13 Given a shop manual, the student will look up any engine specifications called for.

4.14 Given an engine compression gauge and remote starter button, the student will take compression test.

4.15 Given an engine that is noisy, without aid the student will locate noise.

4.16 Given an engine, new PCV, tester and cleaning equipment as outlined in shop manual, the student will test and clean or replace PCV as indicated.

Unit 5.00 Personal Awareness

5.10 Telephone Techniques

5.11 Attitude

5.12 Dress Codes

Unit 6.00 Applying for a Job

6.10 Letter of Application

6.11 Filling Out an Application

6.12 Resumes

2.1.3 Business Education Unit

This trailer houses training programs for a cluster of occupations found in any business office. An automated instruction typing course offers the student the unique opportunity of learning basic touch typing in a relatively short period of time. A reflex conditioning process involving kinesthetic senses, i.e., sight, sound, and touch are employed. Motion picture cartridges of twelve lessons teach a complete knowledge of the keyboard followed by sixteen half-hour cassette sessions to increase dexterity and speed of the student at his own natural rate of learning.

A second course of instruction contained within the Business Education Unit deals with the operation of office machines. Job entry level skills are taught using a variety of modern business equipment: spirit duplicating machines, mimeograph and appropriate stencil cutting equipment. Important aspects of office behavior, dissemination of memoranda, filing, and preparation of letters and business forms are presented within this component.

The following is an outline and a list of behavioral objectives that will be met in the business education component. Additions may be made as needed at the discretion of the instructor.

Competencies

Unit 1.00 General Instructions

A. Parts of the Typewriter
B. Insertion of Paper
C. Setting Margins
D. Care of the Typewriter
E. Cleaning the Typewriter
F. Changing the Ribbon

Section 1.10	Given a Remington Rand manual typewriter, the student will demonstrate his ability to care for, clean, and change the ribbon.
1.11	Given paper of any size and instructions to set margins to a specified length, the student must demonstrate his ability to insert the paper and set the appropriate margins.
1.12	Given a Remington Rand manual typewriter and a list of parts, students will identify the parts of the typewriter with 90 percent accuracy.

Unit 2.00 The Keyboard

A. Alphabetic Keys
B. Numeric Keys
C. Symbol Keys

Section 2.10	After using the Automated Instruction Touch Typing System, students will type alphabetic, numeric and symbol keys accurately and confidently.

Unit 3.00 Centering

A. Horizontal
B. Vertical
C. Spread
D. Block
E. Paragraph

Section 3.10 Given a problem in horizontal centering, and a full sheet of paper, student will center the exercise using either the backspace-from-center or mathematical method with accurate placement and all errors corrected.

3.11 Given a problem in horizontal centering, and a half sheet of paper, student will center the exercise using either the backspace-from-center or mathematical method with accurate placement.

3.12 Given a problem in vertical centering and a full sheet of paper, student will center the exercise using either the backspace-from-center or mathematical method with accurate placement.

3.13 Given a problem in vertical centering and a half sheet of paper, student will center the exercise using either the backspace-from-center or mathematical method with accurate placement.

3.14 Given an exercise in spread centering, student will spread center a word, title or heading over a column or columns with accurate center placement.

3.15 Given a problem in block centering, student will center exercise in block style with accurate placement.

3.16 Given a paragraph of medium length, student will demonstrate his ability to center the paragraph on a full sheet of paper, with accurate placement.

Unit 4.00 Tabulation

A. Horizontal Placement
B. Centering Columns
C. Centering Column Headings
D. Statistical Columns
E. Table Technicalities

Section 4.10 Given two or more columns to center, student will set margins and tab stops, and type columns with accurate placement.

Section 4.11 Given two or more typewritten columns, student will demonstrate his ability to type headings over the columns, with accurate placement.

4.12 Given two or more typewritten columns, student will demonstrate his ability to type main and secondary headings over the columns with accurate center placement.

4.13 Given a list of table technicalities, student must apply these to particular tabulation problems in setting up tables.

4.14 Given two or more columns of figures, student will type numbers accurately and with proper placement.

Unit 5.00 Letters

A. Parts of a Business Letter
B. Block Style
C. Modified Block Style
D. Letter Placement Guide
E. Unarranged Letters
F. Two-Page Letters
G. Notations
H. Word Division
I. Technicalities
J. Proofreading

Section 5.10 Given a typed business letter, students will identify the parts of the letter, with 90 percent accuracy.

5.11 Given four different letter styles, student will identify the important elements of each, with 90 percent accuracy.

5.12 Given a letter, student will type it in modified block style with two carbon copies, with errors corrected on all copies, and in mailable form.

5.13 Given a letter, student will type it in block style with two carbon copies with errors corrected on all copies and in mailable form.

5.14 Given an unarranged letter, student will type it in modified block style with all errors corrected and in mailable form.

5.15 Given an unarranged letter, student will type it in block style with all errors corrected and in mailable form.

Section 5.16 Given letters of varying lengths, student will demonstrate his ability to properly set up and arrange the content accurately on the page.

5.17 Given a two-page letter, student will type it in a style of his choice, with proper arrangement of the first and second page.

5.18 Given a letter to type, student will demonstrate his ability to type notations such as "Enclosures" or "Carbon Copy" with correct placement.

5.19 Given a typewritten letter with twenty intentional errors typed into it, student will proofread and retype the letter with all errors corrected.

5.20 Given any material, student will type it, proofread it and correct errors with 100 percent accuracy.

5.21 Given any material to type, student will demonstrate his ability to divide words correctly at the end of a line.

Unit 6.00 Envelopes

A. Legal Size
B. Business Size
C. Special Notations
D. Feeding Envelopes

Section 6.10 Given a legal size envelope and mailing instructions, student will type address, return address and any special notations, in mailable form.

6.11 Given a business size envelope and mailing instructions, student will type address, return address and any special notations in mailable form.

6.12 Given a legal size envelope and 8-1/2 x 11" paper, student will fold the paper and insert it into the envelope neatly and in mailable form.

6.13 Given a business size envelope and 8-1/2 x 11" paper, student will fold the paper and insert it into the envelope neatly and in mailable form.

Unit 7.00 Forms

A. Interoffice Memos
B. Invoices
C. Telegrams
D. Postcards
E. Typing on Ruled Lines

Section 7.10 Given specific information, student will type an interoffice memorandum using correct materials and format.

7.11 Given specific information, student will type an invoice using correct materials and format.

7.12 Given specific information, student will type a telegram using correct materials and format.

7.13 Given specific information, student will type material on a postcard with accurate placement.

7.14 Given a postcard or sheet of paper with lines, student will demonstrate his ability to type on ruled lines with accuracy.

7.15 Given any sheet of unlined paper, student will demonstrate his ability to draw straight vertical and horizontal lines with the aid of the typewriter.

Unit 8.00 Reports

A. Rough Drafts
B. Proofreader's Marks
C. One-Page Reports
D. Enumeration Forms
E. Outlines
F. Formal Reports
G. Manuscripts
H. Footnotes

Section 8.10 Given a report in rough draft form, student will interpret all proofreader's marks and type report in presentable form.

8.11 Given an unarranged outline, student will type it in acceptable outline format, with accurate placement.

8.12 Given an manuscript in rough draft form, student will interpret all proofreader's marks and type the manuscript in presentable form.

Unit 9.00 Miscellaneous

A. Carbon Packs
B. Erasures
C. Realigning Copy
D. Inserting and Spreading Letters

Section 9.10 Given typewritten material, student will demonstrate his ability to insert paper, erase a word or words, and replace them accurately with other words of equal or unequal length.

Unit 10.00 Filing

A. Alphabetic
B. Geographic
C. Numeric

Section 10.10 Given a list of names, companies, or governmental agencies pertinent to the basic rules of alphabetic filing, student will index, list and file them alphabetically with 90 percent accuracy.

10.11 Given a list of geographic locations pertinent to the basic rules of geographic filing, student will index, list and file them in alphabetical order with 90 percent accuracy.

10.12 Given any list of numbers, student will file them in numerical order with 90 percent accuracy.

Unit 11.00 Typing a Master

A. Correcting Errors
B. Duplication
    Instruction on Process
    Instruction on Machine Set-Up and Care

Unit 12.00 Stencils

A. Typed
B. Cut by Machine
C. Mimeograph Machine
    Instruction on Process
    Instruction on Machine Set-Up and Care

Unit 13.00 Business Machines

A. Thermofax
B. Collator
C. Folding Machine
D. Paper Cutter
E. Electric Stapler
F. Binding Machine
G. Adding Machine

Section 13.10 Given any group of numbers and a ten-key adding machine, student will list these numbers with 100 percent accuracy.

13.11 Given any list of numbers and a ten-key adding machine, student will add these numbers with 100 percent accuracy.

13.12 Given specific material to type and a spirit master, student will type a master with all errors corrected and ready for duplication.

Section 13.13 Given a typed master, student will make a specified number of acceptable copies on the spirit duplicator.

13.14 Given specific material to type and a stencil, student will type a stencil with all errors corrected and ready to be copied on a mimeograph machine.

13.15 Given a typed stencil, student will make a specified number of acceptable copies on the mimeograph machine.

Unit 14.00 Technicalities

A. Telephone Techniques
B. Attitude
C. Dress Codes

Unit 15.00 Applying for a Job

A. Letter of Application
B. Filling Out an Application
C. Resumes

2.1.4 Distributive Education Unit

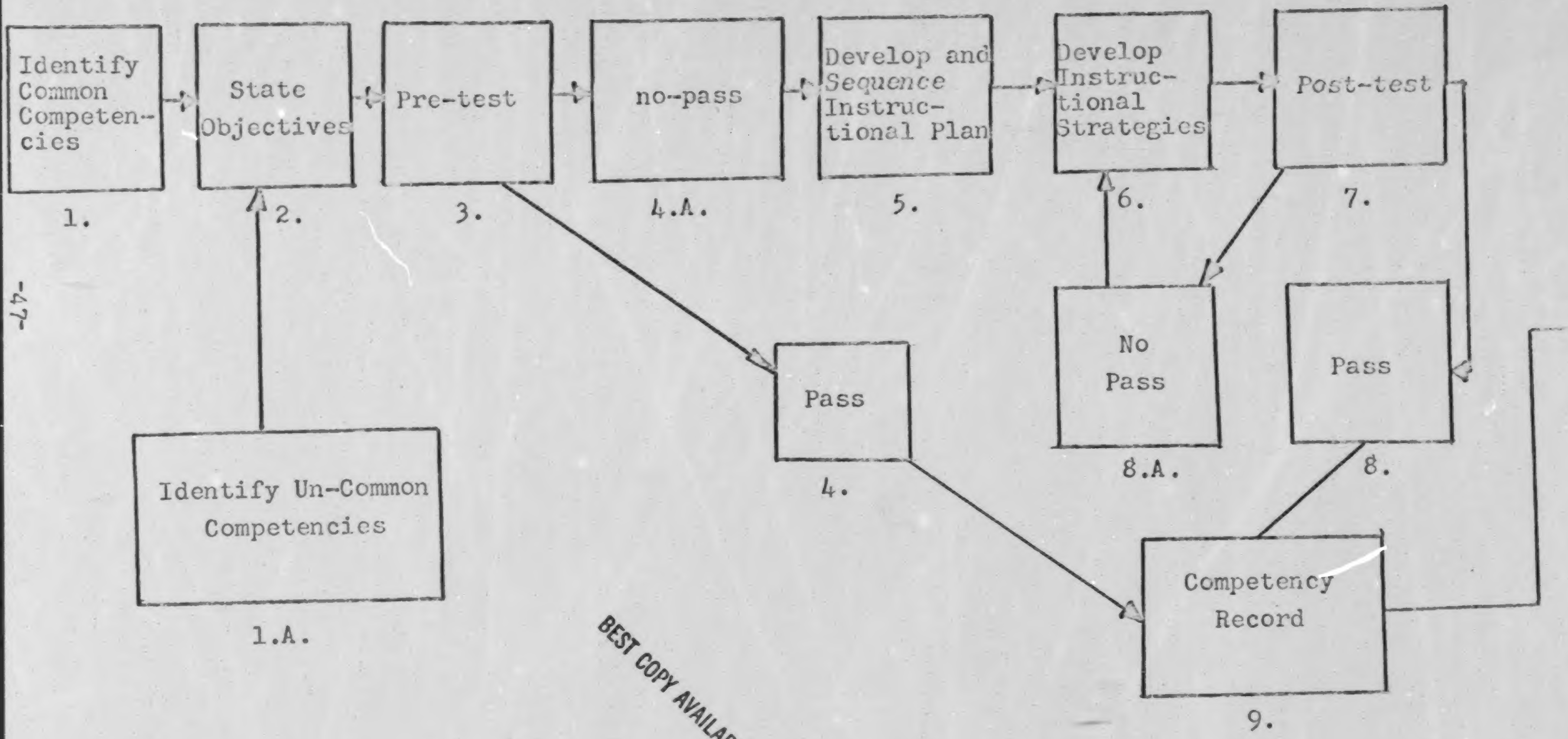
Students entering the Distributive Education program will acquire skills as supermarket cashier-checkers and hotel/motel front desk clerks. Work practice in cashiering, bagging, customer relations, pricing, price changing and weighing produce constitute the training course for the supermarket cashier. Facilities for stocking and arranging displays in a variety of retail occupations are contained in this unit.

In the front desk hotel/motel management section, students can learn how to sort mail, handle telephone calls, make reservations, compute bills, register and check out guests, and other tasks related to this service occupation.

Upon completion of initial screening of students, program begins using L.A.P.'s (Learning Activity Packages). These packages are used throughout the entire program and are individualized to meet the needs of each student. Each competency is coded to a L.A.P. in order that the

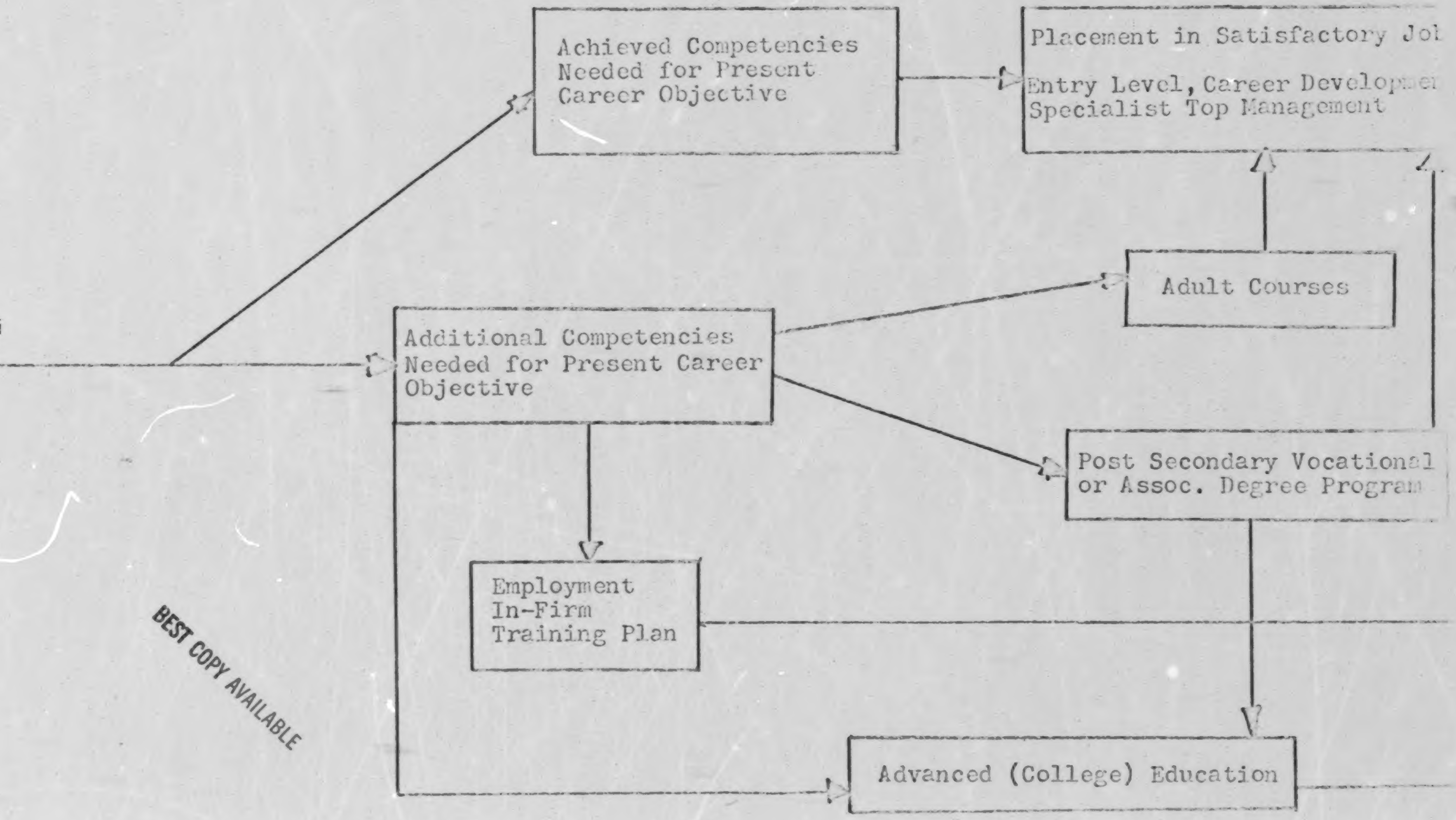
DISTRIBUTIVE EDUCATION INSTRUCTIONAL SYSTEM

Strategies for Competency Development


Identify Common Competencies
1.
State Objectives
2.
Pre-test
3.
no-pass
4.A.
Develop and Sequence Instructional Plan
5.
Develop Instructional Strategies
6.
Post-test
7.
Identify Un-Common Competencies
1.A.
Pass
4.
No Pass
8.A.
Pass
8.
Competency Record
9.

DISTRIBUTIVE EDUCATION INSTRUCTIONAL SYSTEM

Articulation Phase


Achieved Competencies Needed for Present Career Objective
Placement in Satisfactory Job
Entry Level, Career Developmen
Specialist Top Management
Additional Competencies Needed for Present Career Objective
Adult Courses
Post Secondary Vocational or Assoc. Degree Program
Employment In-Firm Training Plan
Advanced (College) Education

student can work individually and the need for direction from the Teacher/-Coordinator is kept to a minimum. Each L.A.P. has a pre-test. If the client passes the pre-test, then he does not have to go through the learning activity and the competency is validated.

If he does not pass the pre-test, then he must go through the learning activity. In this case, it is after he completes the learning activity that the client takes a post-test to determine whether the learning activity has produced enough information for the client to pass the post-test, and thus have his competency validated.

If at this point the client still cannot pass the post-test, he must then repeat the learning activity until he can gain enough information to pass the final post-test and have that competency validated. This procedure is followed throughout the operation of the course until the client has accomplished enough competencies to qualify him or her for a job entry level skill.

Aside from the learning activity package program, job placement is an intricate part of the Distributive Education program. Field trips are taken and local employers are invited to visit the unit and present descriptions of potential jobs that may be available to the students. This type of visible interest by area employers motivates clients and helps to insure them that what they are learning can really be put to use.

After training, a client can have job entry-level knowledge in one or all of the following areas:

Section I Department Store

1.1 Salesperson
1.2 Professional Salesperson
1.3 Buyer
1.4 Stockperson
1.5 Department Manager
1.6 Receiving Clerk
1.7 Assistant Receiving Manager

1.8 Receiving Manager
1.9 Assistant Buyer
1.10 Credit Interviewer
1.11 Assistant Credit Manager
1.12 Credit Manager
1.13 Display Helper
1.14 Assistant Display Manager
1.15 Display Manager
1.16 Advertising Manager

Section 2 Food Store

2.1 Checker
2.2 Head Grocery Clerk
2.3 Grocery Clerk
2.4 Assistant Manager
2.5 Store Manager
2.6 Head Cashier

Section 3 Hotel/Motel

3.1 Room Clerk
3.2 Reservation Manager
3.3 Purchasing Agent
3.4 Assistant Manager
3.5 Manager
3.6 Night Auditor
3.7 Bellman
3.8 Bell Captain
3.9 Service Superintendent
3.10 Chef
3.11 Catering Manager
3.12 Executive Housekeeper
3.13 Sales Manager
3.14 Building Superintendent
3.15 Recreation Director

Section 4 Restaurant

4.1 Cashier
4.2 Assistant Manager
4.3 Manager
4.4 Busboy
4.5 Waiter (Waitress)
4.6 Head Waiter
4.7 Hostess

Section 5 Service Station

5.1 Attendant
5.2 Assistant Station Manager
5.3 Station Manager (Dealer)

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SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.
pages: 50 and 51

Section 6 Variety Store

6.1 Salesperson
6.2 Commissioned Salesperson
6.3 Checkout Cashier
6.4 Buyer
6.5 Marker
6.6 Stockroom Supervisor
6.7 Section Manager
6.8 Assistant Store Manager
6.9 Store Manager
6.10 Service Desk
6.11 Office Clerk
6.12 Head Cashier/Bookkeeper
6.13 Personnel Manager

Section 7 Wholesaling

7.1 Salesman
7.2 Route Salesman and/or Vending Machine Specialist
7.3 Sales Manager
7.4 Buyer
7.5 Head Buyer
7.6 Merchandiser
7.7 Order Selector
7.8 Receiving/Shipping Supervisor
7.9 Warehouse Manager

It would be impossible to list the 448 L.A.P.s or the 983 competencies available to every client in this section as they represent an extensive volume in themselves. However, following is an example of one L.A.P. Program, showing pre-/post-test procedures, to give the reader a fuller understanding of what the L.A.P. is and how it accomplishes a learning process.

2.1.5 Reading Diagnosis and Vocational Evaluation

This mobile occupational laboratory is designed to assess basic reading skills through diagnosis and vocational evaluation to students with special needs. It contains ten learning carrels equipped with audio-visual aids, tools and supplies to provide hands-on instruction in occupational areas including: basic tools, bench assembly, drafting, electrical wiring, plumbing and pipe fitting, woodworking and carpentry, refrigeration, heating and air conditioning, welding and soldering, clerk (sales and office), and needle trades. *

* Text continues on Page 70

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Competency Grouping [illegible]--New equipment and supplies for hotels/motels

No. Competencies of Sequenced L.A.P.'s, if any ________ L.A.P. ________ of ________

L.A.P. Title: The attitude that management should keep informed of new advancements and the availability of equipment and supplies for use by hotels. Competency No's ________ 498

Description How hotel/motel management uses trade papers and trade association meetings to keep informed of new advances in equipment and supplies.

Competency Number #498 and Objectives: See page number

A. After your student has had the opportunity to visit with the hotel/motel managers and review the trade publications available, your student is to prepare and give a 10 minute class discussion on how important it is for these managers to keep up to date on the new advances in equipment and supplies for use by hotels, or motels.

BIBLIOGRAPHY:

The only logical references for this L.A.P. would have to be the most current and up to date references you can find. Four or five of the most common general hotel/motel publications are listed here. It is suggested that you contact your local hotel/motel managers so you might borrow copies of these publications as well as others you'll find. All of the chains listed on Student Handout #4 also have publications that are issued to keep their members up to date.

American Host, Box 3627, Urbandale Branch, Des Moines, Iowa 50322

Food and Equipment Product News, Service Industry Communications Inc., 347 Madison Ave.
New York, N. Y.

Hospitality, Lodging Edition, Industrial Publishing Company, 614 Superior Avenue West,
Cleveland, Ohio. 44113

Hospitality, Restaurant Edition, Industrial Publishing Company, 614 Superior Avenue West,
Cleveland, Ohio. 44113

Motel/Motor Inn Journal, Tourist Court Journal Co., Inc., Temple, Texas 76502

SPECIAL RESOURCES:

Arrange for guest speakers and field trips.
*Magazine articles related to the topics mentioned in the Optional Learning Activities of each competency.

LEARNING ACTIVITY PROCEDURE

	See Page Number
1. Take pre-test or other evaluation. Consult instructor when completed.	Not attached
2. Learning activities and handouts	2 to 7
3. Optional learning activities if you wish to learn more or if you have had trouble with post-tes	3
4. Take post-test or other evaluation. Consult instructor when completed	Not Attached

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Competency Grouping [illegible]—New equipment and supplies for hotels/motels.

Title The attitude that management should keep informed of new advancements and the availability of equipment and supplies for use by hotels. Competency No #498

LEARNING ACTIVITIES

Competency Number #498 and objectives:

#498 The attitude that management should keep informed of new advancements and the availability of equipment and supplies for use by hotels.

Supporting Objectives

A. After your student has had the opportunity to visit with the hotel/motel managers and review the trade publications available, your student is to prepare and give a 10 minute class discussion on how important it is for these managers to keep up to date on the new advances in equipment and supplies for use by hotels, or motels.

DIRECTIONS: Proceed with the following large group, small group, and individual activities. Try to complete all listed activities whenever possible.

Large Group

1. Your instructor will have a motel/hotel manager come to your class room and discuss with your class how he keeps up to date with the new advances in the hotel/motel business. He will bring some of his trade publications for you to review. If he is a member of a chain he will discuss how his chain helps him and what benefits he receives from his chain. What benefits he feels he gets from attending association and chain meetings. He will describe some of the new equipment, supplies, techniques, that he is now using that he discovered from some of these sources.

2. Obtain may trade publications from your hotel/motel managers so that you may have a large number and variety to look at. You are to read an article in one of these publications and then prepare and present to your class an oral report. You are to review articles that seem to discuss new equipment, supplies, techniques, etc. that will show what is new. These oral reports should demonstrate to you that there is much that is new and that the variety is never ending.

Small Group

1. You will be divided into groups of two or three students and you are to read handouts 1 and 2. You should then discuss these handouts as they relate to your next following two projects.

2. You should read handout 3 and discuss what you believe each question on this handout is asking. This is to insure you know and understand what you are asking.

3. Refering to handout 3 which lists the interview questions, each of your groups will now select two or three hotel/motel managers to interviw to ask them the questions listed on this handout. You will then turn in a summary of their findings to you for evaluation.

NOTE: The optional Learning Activities for this L.A.P. have merit for both small group and individual work. Strive to work them in even if they are not required by the students performance on other learning activities.

Competency/Grouping MERCHANDISING--New equipment and supplies for hotels/motels.

L.A.P. Title The attitude that management should keep informed of new advancements and the availability of equipment and supplies for use by hotels. Competency No #196

LEARNING ACTIVITIES

Competency Number #196 and objectives

Individual

1. As there are no permanent references for study, the student must look to the current issues of trade publications borrowed from your hotel/motel managers. Four of the most common publications are listed below. You will find others as you visit your hotel/motel managers. You are to read and review several of these magazines.

   American Host
   Food and Equipment Product News
   Hospitality
   Motel/Motor Inn Journal

2. If you have not completed the small group activities, you are now to complete them, except you will now do these activities by yourself.

3. You are to prepare a bulletin board for your classroom that will show the three general methods that a hotel/motel managers keeps up to date with the new advances in the hotel/motel trade, and the benefits he would gain from each of these methods.

4. You are to interview a hotel/motel manager and find out how he can use salesmen of equipment and supplies as a source of information. You are then to prepare a summary either in writing or orally on what you find out.

Optional

1. Remedial--You are to interview someone at a hotel/motel, other than the manager, such as a maid, and ask this person of the new supplies and equipment or techniques they have found coming into use over the past few years. This person should be one who has been with the trade for several years so they can give you a good picture of the improvements. You are then to prepare a summary, either in writing or oral.

2. Enrichment--You are to interview a hotel/motel manager and ask how the hotel/motel business has changed over the years. Trace the growth of motels as the number of cars has increased. Trace the advance of equipment, supplies, techniques over the years. You are to prepare a report for your evaluation--this report may be either oral or in writing.

3. Career Development--You are to prepare a report on how a salesman provides a very important service by showing the hotel/motel managers in his area the new equipment, supplies, or techniques he is trying to provide his hotel/motel managers and also what new ideas he has seen at other hotel/motels in his area. You are to prepare a summary of this report for your evaluation, either orally or in writing.

You are now ready to take the post test. See your instructor.

L.A.P. Title The attitude that management should keep informed of new advancements and the availability of equipment and supplies for use by hotels. Competency Number #498

GETTING READY FOR YOUR INTERVIEWS

Very shortly you will be interviewing a number of hotel/motel managers. Each of them has a different view of his business than anyone else. You will find that these businessmen do the same thing in several ways and all seem to be successful in business. You will be intrigued to see how each person adapts his ideas, his needs, his business to achieve a successful enterprise. On the other hand, some may not be successful, Where is the difference?

However, understand from the very beginning, the reason for the interviews is that no text book can give you all the variations that exist in business when it come to operating a hotel/motel and keeping current with the advances in the industry.

You will find that the most fascinating game of all is played by the hotel/motel manager as he tries to get ahead of his competition by trying to operate his hotel/motel in a pleasent manner so that his customers or guests will want to return time and time again.

Hotel/motel managers come in all sizes and shapes. This is true also about their ideas on operating their hotel/motel. Be alert to the varieties of methods and techniques used by the men and women you visit with.

STUDENT HANDOUT SHEETS ____________ Page ______

L.A.P. Title The attitude that management should keep informed of new advancements and the av-ailability of equipment and supplies for use by hotels. Competency Number #498

YOU ARE TO READ THIS HANDOUT BEFORE PREPARING FOR ANY OF YOUR INTERVIEWS.

How to deal with businessmen during this L.A.P.

Businessmen are busy people. They are more than happy in most cases to help young people interested in their business. You must make an appointment first of all. It is sometimes wise to make a telephone call just before your appointment because unexpected business or problems may come up that the businessman has no control over. If the businessman is busy, you can always come back some other time. (Your time is valuable, but many businessmen do not want to be interrupted when they are busy. This is their livelihood and you're there asking for some free information.)

Always be polite, courteous and be sure to thank the businesman for his help. You will find that if you will first explain who you are, where you are from, and what you are there for, very few businessmen will refuse to help you. You must, however, be prompt, get straight to the purpose of your meeting, get your answers, and get out. Be sincere, look the man in the eye, show interest in his views, and don't argue with him if his opinion differes from yours. Don't waste time, unless it appears the businessman wants to visit for an extended period of time.

For many of you, this will be your first contact with some of these businessmen, Your impression on them can sometimes lead to a job. Dress so you present a neat appearance. Many of you will need the experience of approaching a person that you do not know. Since you are in Distributive Education, to be successful you must learn to meet new people quickly and easily. For some of you this will be extremely difficult, but this will present some practice for you.

Be prepared for your interviews. Have a pencil ready for action, have a pad or notebook and whatever it takes to be ready to write when the man gives you his information. An alternative would be to tape the interview which would furnish a complete record of what was said.

Once in a while you may ask a question that the businessman feels is none of your business--he's right--just go on to the next questions.

AS EXTRA QUESTIONS COME TO MIND, BE SURE TO INCLUDE THEM IN YOUR INTERVIEW QUESTIONS.

L.A.P. Title the attitude that management should keep informed of new advancements and the availability of equipment and supplies for use by hotels. Competency Number *498

INTERVIEW QUESTIONS FOR COMPETENCY NUMBER *498

NOTE: As this is the only copy for this page in the L.A.P., if you use it for any purpose that would prohibit its use again, copy this page to retain in the L.A.P. and let the student use the copy.

You will write on another sheet of paper the answers to the following questions.

Business__________ Interviewee__________ Date__________

INTERVIEW QUESTIONS

1. What trade publications do you receive?
2. How helpful do you find these publications?
3. What association meetings do you attend?
4. What do you get out of these association meetings?
5. What method of keeping up to date with the new advances do you find most helpful?

AS EXTRA QUESTIONS COME TO MIND, BE SURE TO INCLUDE THEM IN YOUR INTERVIEW QUESTIONS.

L.A.P. Title The attitude that management should keep informed of new advancements and the availability of equipment and supplies for use by hotels. Competency No ____________

A THUMBNAIL GUIDE TO MOTEL CHAINS

All of these chains provide management training, inspections, training programs, free consultation and advertising, volume purchasing, and credit card agreements.

For more information, it is suggested that the student contact those chains he is interested in to see what information they would provide the student.

Admiral Benbow Inns, 29 South Bellevue Blvd, Memphis, Tenn. 38104

Days Inns of America, Inc., 4763 Buford Highway, Atlanta, Georgia 30341

The Downtowner Corporation, 120 East Flamingo Rd. Las Vegas, Nev. 89109

Econo-Travel Motor Hotel Corporation, 3 Koger Executive Center, Suite 124, Norfolk, Virginia 2350

Hilton Inns, Inc., 9880 Wilshire Blvd. Beverly Hills, Calif. 90210

Holiday Inns, Inc. 3742 Lamar Ave. Memphis, Tenn.

Howard Johnson's Motor Lodges, 222 Forbes Road, Braintree, Mass. 02184

Master Hosts International, 4942 Vineland Ave. North Hollywood, California

Quality Inns, 10750 Columbia Pike, Silver Spring, Maryland 20901

Ramada Inn Inc. 3838 East Van Buren, Phoenix, Arizona

Red Carpet Inns of America Inc., P.O. Box 2510, Daytona Beach, Florida 30215

Regal 8 Inns, P. O. Box 1268, Mt. Vernon, Ill.

Rodeway Inns of America, 2880 L.B.J. Freeway, Suite 400, Dallas, Texas

Sheraton Inns Inc., 470 Atlantic Ave., Boston, Mass. 02210

TraveLodge International, Inc., 250 S. Cuyamaca St., El Cajon, Calif. 92022

Treadway Inns Corp., 140 Market St., Paterson, New Jersey

Best Eastern Motels Emmon Walker Inc., 299 Alhambra, Suite 110, Coral Gables, Florida 33134

Best Western Motels Association, 2910 Sky Harbor Blvd. Phoenix 85034

Friendship Inns International, 245 West on North Temple St., Salt Lake City,

Superior Motels, Inc., Post Office Drawer S, Hollywood, Florida 33022

Here is another motel association you might like to write to also:

Motel Association of America, 122½ High Street, Jefferson City, Mo. 65101

Also most states have their own hotel/motel associations.

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LEARNING MANAGEMENT

Competency Functional Grouping MERCHANDISING--New equipment and supplies for hotels/motels

Key Competencies of Sequenced L.A.P.'s, if any L.A.P. ________ of ________

L.A.P. Title: The attitude that management should keep informed of new advancements and the availability of equipment and supplies for use by hotels.

Competencies No's *498

Description: How hotel/motel management uses trade papers and trade association meeting to keep informed of new advances in equipment and supplies.

COMPETENCIES AND THEIR OBJECTIVES

See Page Number

# *498 The attitude that management should keep informed of new advancements and the availability of equipment and supplies for use by hotels. 2

Supporting Objective

A. After your student has had the opportunity to visit with the hotel/motel managers and review the trade publications available, your student is to prepare and give a 10 minute class discussion on how important it is for these managers to keep up to date on the new advances in equipment and supplies for use by hotels or motels. 2

BIBLIOGRAPHY:

The only logical references for this L.A.P. would have to be the most current and up to date references you can find. Four or five of the most common general hotel/motel publications are listed here. It is suggested that you contact your local hotel/motel managers so you might borrow copies of these publications as well as others you'll find. All of the chains listed on Student Handout #4 also have publications that are issued to keep their members up to date.

American Host, Box 3627, Urbandale Branch, Des Moines, Iowa 50322 , KS #147

Food and Equipment Product News, Service Industry Communications Inc., 347 Madison Ave., New York, N. Y., KS #148

Hospitality, Lodging Edition, Industrial Publishing Company, 614 Superior Avenue West, Cleveland, Ohio. 44113, KS #149

Hospitality, Restaurant Edition, Industrial Publishing Company, 614 Superior Avenue West, Cleveland, Ohio. 44113, KS #1

Motel/Motor Inn Journal, Tourist Court Journal Co., Inc., Temple, Texas 76502 , KS #151

SPECIAL RESOURCES:

Arrange for guest speakers and field trips.
*Magazine articles related to the topics mentioned in the Optional Learning Activities of each competency.

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L.A.P. Title The attitude that management should keep informed of new advancements and the availability of e

supplies for use by hotels. Competency No's #498

Competencies and Objectives	Suggested Group and Individual Activities and Resources (design others as desired)	Evaluation Directions
Competency #498 Supporting Objectives A. After your students have had the opportunity to visit with the hotel/motel managers and review the trade publications available, your student is to prepare and give a 10-minute class discussion on how important it is for these managers to keep up to date on the new advances in equipment and supplies for use by hotels, or motels.	(Administer pre-test) (See Enclosures) NOTE: The interviews and personal contacts with the managers are considered the key activities to be performed, either as individuals, small groups, or large groups, you are to work these personal contacts into the students activities if nothing else, have them do these activities for their optional activities. NOTE: Try to complete all listed activities whenever possible.	Pre-Test, Page 7 Pre-Test Key, Page 8 If the student achieves th behavioral objectives on th pre-test, he skips this competency. To keep this L.A.P. complet copy any pages that may be used as a work copy.

LEARNING MANAGER'S PAGE

Page

L.A.P. Tit. The attitude that management should keep informed of new advancements and the availability of equipment and supplies for use by hotels.

Competency No's #498

Competencies and Objectives	Suggested Group and Individual Activities and Resources (design others as desired)	Evaluation Directions
Competency #498 Supporting Objectives See page 2	Large Group 1. You are to have a motel/hotel manager come to your class room and discuss with your class how he keeps up to date with the new advances in the hotel/motel business. Have him bring some of his trade publications to let the class review. If he is a member of a chain, have him discuss how his chain helps him and what benefits does he receive from his chain. What benefits does he feel he gets from attending association and and chain meetings. Have him describe some of the new equipment, supplies, techniques, that he is now using that he discovered from some of these sources. 2. Obtain many trade publications from your hotel/motel managers so that your class may have a large number and variety to look at. You are to have each of your students read an article in one of these publications and then prepare and present to your class an oral report. Students are to review articles that seem to discuss new equipment, supplies, techniques, etc. that will show what is new. These oral reports will demonstrate to your students that there is much that is new and that the variety is never ending. Small Group 1. You are to divide your students into groups of two or three students and have them read hand outs 1 and 2. Your students should then discuss these handouts as they relate to their next two following projects	It is felt that the actual contact with a hotel/motel manager is of prime importa here as a classroom presen without these professionals is somewhat limiting.

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L.A.P. Ti The attitude that management should keep informed of new advancements and the availability of c

supplies for use by hotels. Competency No's *498

Competencies and Objectives	Suggested Group and Individual Activities and Resources (design others as desired)	Evaluation Directions
Competency *498 Supporting Objectives See Page 2	Small Group--Continued 2. Your students should read handout 3 and discuss what they believe each question on this handout is asking. This is to insure the student knowing the understanding what he is asking.	Ask several students what several questions mean to check understanding.
	3. Referring to handout 3 which lists the interview questions, each group will now select two or three hotel/motel managers to interview to ask them the questions listed on this handout. Your students will then turn in a summary of their finding to you for evaluation.	Summaries will indicate how well the interviews accomplished their purpose.
	NOTE: the optional learning activities for this L.A.P. have merit for both small group and individual work. Strive to work them in even if they are not required by the students performance on other learning activities.	
	Individual 1. As there are no permanent references for study, the student must look to the current issues of trade publications borrowed from your hotel/motel managers. Four of the most common publications are listed below. You will find others as you visit your hotel/motel managers. You are to have your students read and review several of these magazines. American Host Food and Equipment Product News Hospitality Motel/Motor Inn Journal	

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I.A.P. Ti The attitude that management should keep informed of new advancements and the availability of equipment and supplies for use by hotels. Competency NO's *498

Competencies and Objectives	Suggested Group and Individual Activities and resources (Design others as desired)	Evaluation Directions
Competency *498 Supporting Objectives See Page 2	Individual--Continued 2. If your students have not completed the small group activities, they are now to be completed, except you will now do these activities by yourself. 3. You are to have your students prepare a bulletin Board for your classroom that will show the three general methods that a hotel/motel managers keeps up to date with the new advances in the Hotel/Motel trade, and the benefits he would get from each of these methods.	
	4. You are to have your students interview a hotel/motel manager and find out how he can use salesmen of equipment, and supplies as a source of information. Your students are then to prepare a summary either in writing or orally on what they found out.	Is the material presented in logical straight forward manner.

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L.A.P. Ti. The attitude that management should keep informed of new advancements and the availability of e supplies for use by hotels.

Competency No's *498

Competencies and Objectives	Suggested Group and Individual Activities and Resources (design others as desired)	Evaluation Directions
Competency *498 Supporting Objectives See Page 2	Optional 1. Remedial--You are to have your student interview some one at a hotel/motel, other than the manager, such as a maid, and ask this person of the new supplies and equipment or techniques they have found coming into use over the past few years, This person should be one who has been with the trade for several years so they can give you a good picture of the improvements. Your student is then to prepare a summary, either in writing or oral. 2. Enrichment--You are to have your student interview a hotel/motel manager and have your student ask how the hotel/motel business has changed over the years. Trace the growth of motels as the number of cars has increased. Trace the advance of equipment, supplies, techniques over the years. Have your student prepare a report for your evaluation--this report may be either oral or in writing. 3. Career Development--You are to have your student prepare a report on how a saleman provides a very important service by showing the hotel/motel managers in his area. the new equipment, supplies, or techniques he is trying to provide his hotel/motel managers and also what new ideas he has seen at other hotel/motels in his area. Have the student prepare a summary of this report for your evaluation, either orally or in writing.	For all optional activities is the material presented logical straight forward Post-Test, Page 9 Post-Test Key, Page 10

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L.A.P. Txt The attitude that management should keep informed of new [illegible] and the availability of [illegible] and supplies for use by hotels. Competency No's #498

Pre-Test X Post-Test ____

Competency No. #498 Supporting Objective A Met Standards ____

INSTRUCTIONS: You will write out and hand in to your instructor the answers to the following questions. Write your answers on another sheet of paper as space for answers is not provided here.

Question 1. List three methods used by hotel/motel management to keep informed of new advances in equipment and supplie in their trade.

Question 2. Why is this constant searching for new equipment and supplies so important?

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Met Standards of all competencies ____ (Check)

Finished with L.A.P. ____ (Check)

[illegible]

[illegible] Competency No. [illegible]

[illegible]

[illegible] Met Standards

[illegible]: You students answers should pretty much be the same as those given here. However, as there is no [illegible] resources and variations between businesses do exist, no definite answer can be given. They should be be similar to those answers given below.

Question 1. List three methods used by hotel/motel management to keep informed of new advances in equipment and supplies in their trade.

Answer 1. A. Trade and association meetings.

B. Trade and association publications

C. Personal observation of other hotels/motels.

Question 2. Why is this constant searching for new equipment and supplies so important?

Answer 2. In todays advance technological world, if you don't stay alert, you fall behind very quickly. New equipment for more efficient operations can save money in this age of increasing labor costs. More effective supplies, new advances in food preparation, etc, can affect your profit and loss statement very easily.

Met Standards of all competencies ____________
(Check)

Finished with L.A.P. ____________
(Check)

BEST COPY AVAILABLE

L.A.P. Title: The attitude that management should keep informed of new advancements and the availability of equipment and supplies for use by hotels. Competency No's. #498

Pre-Test ______ Post-Test X

Competency No. #498 Supporting Objective A Met Standards ______

INSTRUCTIONS: You will write out and hand in to your instructor the answers to the following questions.
Write your answers on another sheet of paper as space for answers is not provided here.

Question 1. As a hotel/motel manager, you are concerned about keeping informed about the new equipment and supplies available to your type of business. How would you try to keep informed about these new advances in equip and supplies.

Question 2. As a hotel/motel manager, you look at yourself as a progressive businessman and you sometimes wonder if thi constant searching for new equipment and supplies is necessary. What do you think?

Meth Standards of all competencies ______ (Check)

Finished with L.A.P. ______ (Check)

[illegible]

[illegible]

Pre-Test ______ Post-Test ____3____ Date

Competency No. 4408 [illegible] Met Standards ______

[illegible]: Your students answers should pretty much be the same as those given here. However, as there is no [illegible] resources and variations between businesses do exist, no definite answer can be given. They should [illegible] be similar to those answers given below.

Question 1. As a hotel/motel manager, you are concerned about keeping informed about the new equipment and supplies available to your type of business. How would you try to keep informed about these new advances in equi[illegible] and supplies?

Answer 1. A. Attend trade and association meetings.

B. Read trade and association publications.

C. Personal observation of other hotels/motels.

Question 2. As a hotel/motel manager, you look at yourself as a progressive businessman and you sometimes wonder if this constant searching for new equipment and supplies is necessary. What do you think?

Answer 2. Very necessary! In todays advance technological world; if you don't stay alert, you fall behind very quick[illegible] New equipment for more efficient operations can save money in this age of increasing labor costs. [illegible] effective supplies, new advances in food preparation, etc, can affect your profit and loss statement [illegible]

Met Standards of all competencies______________
(Check)

Finished with L.A.P.______________
(Check)

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Included in the equipment used to assess the needs of the individual are items such as closed circuit TV, movie projector and screen, tape recorders, record players, slide projectors, camera and equipment for making visual aids. Evaluation procedure can be accomplished on an individual or group basis and pupils are given vocational evaluation profiles at the end of the work session along with information concerning how to pursue their vocational interests.

As there are no particular lists of obtainable competencies in this mobile unit, the following description of activities that takes place within the unit will be in narrative form.

Reading Diagnosis Program

Individual, Informal Appraisals as a Basis for Placement

(1) From the Educational Development Laboratories 100 series, a selection of graded paragraphs will be offered to each client to read to determine independent reading levels (grade placement).

(2) Sight Word Test: to evaluate reading level; to provide reading material in which client can succeed (comic book, newspaper sports, paperback pulp or work related material) and to estimate starting point for beginning informal reading inventory through the use of EDL instructional media. The Tach-X (tachistoscope) graded word filmstrips are used to evaluate this vocabulary. Ten to fifteen words is an adequate sample (90%-95% word recognition indicates ability to move to the next level). Use of this Tach-X machine also allows the evaluator an opportunity to informally assess perceptual accuracy and visual efficiency among the clients participating.

(3) Administration of the Gale Visual Perceptual Screening Test if need indicates.

Individualized Communications Skills Instruction

After determining the student's reading level, a program of remediation is given to him by the evaluator. As the student progresses through these exercises the evaluator can work with him individually to further assess his needs in better communications. The evaluator is drawing up a diagnosis of the client's abilities and deficiencies based on the following Reading & Study

Skills Checklist:

(1) Word Meaning Skills

  A. Understanding technical terms of the subject

  B. Understanding general and specific uses of words

  C. Prefixes, suffixes and roots

  D. Dictionary

(2) Comprehension Skills

  A. Recognition and understanding of main ideas

  B. Recognition of relevant details

  C. Recognition of relations among main ideas

  D. Organization of ideas in sequence

  E. Reading maps, tables, graphs, job ads, W2 Forms, Job applications, insurance forms, etc.

  F. Distinguishing between facts and opinions

  G. Drawing inferences

  H. Judging and criticizing what is read

(3) Study Skills

  A. Use of index, table of contents and encyclopedia

  B. Organizing and summarizing information

  C. Adjusting reading rate to established purpose

  D. Reading with a purpose

  E. Knowledge of sources in field

These communications behaviors will be measured by the reading evaluator using the multi-media communications skills system designed by Educational Developmental Laboratories called Learning 100. The objective of the Reading Media Center is to assess client's communication level and determine whether that level is adequate to enable employment or pursue further vocational training. Recommendation will be given on each client as to further needs for competency in literacy, elementary or high school equivalency, basic vocational training, refined job skills and cultural enrichment.

The following list of media illustrates the means by which programmed curriculum is given to each student. The evaluator completes his diagnosis of the client based on performance at each task. Every task has a workbook of responses so achievement level may be determined. All materials will be adjusted to the instructional level of the client assessed in the informal reading inventory.

Tach-X Accuracy Training

OBJECTIVE: To establish the reader's discrimination skills and visual memory necessary in order for him to acquire an extensive and stable sight vocabulary, and to maintain accuracy in recognition and recall when he is involved in fluent silent reading.

Tachistoscopic Accuracy Training is provided to assess levels of visual discrimination and visual memory. In Tach-X training, symbol elements (lines & curves that compose letters and numbers) and numbers and letters are flashed on a screen in brief, timed exposures, generally ranging from .l second to .0l of a second. Immediately after each exposure, the students name, draw or write what they have seen.

Look and Write Training

OBJECTIVE: To assess gross eye/hand coordination and ability to form acceptable letter and number representations

Systematically assesses the student's awareness of placement, direction, and shape, for the recognition and reproduction of numerals and letters depends heavily on a student's sensitivity to these three factors. The student is made aware of the starting and stopping points of lines and the manner in which they intersect (placement). He is made conscious of the attitude of a line on a plane (direction). He must be able to appreciate the form created by a line (shape).

Controlled Reader Motility Training

OBJECTIVE: To assess and improve the ocular skills required for effective and comfortable performance in fluent silent reading.

Motility training is provided in order to assess and develop to a higher degree the oculo-motor facility. The activity approximates that of silent reading and aids in developing good directional attack. During Motility Training, the controlled reader projects three widely separated elements per line. The material is projected in a left-to-right manner at rates which range from 15 to 120 lines a minute. As the students follow a moving slot on the screen at progressively faster rates of speed, they develop high levels of motility, or ocular facility. Fixating from element to element at high rates of speed causes beginning or poor readers to strengthen precision in fixating and coordinating visually.

Aud-X Word Introduction-Story and Word Study Mode

OBJECTIVE: Assessment of aural language experience; listening comprehension skills; association of the sounds of English with their printed form in order to create a degree of independence in word attack.

The Aud-X is an instructional device which appeals to the auditory and the visual senses, presenting the graphic representation of a target word simultaneously with its spoken form. The printed word is thus introduced to a beginning reader, who already possesses an extensive oral-aural vocabulary, in a manner that permits inductive association.

Story Mode: presentation of four or five sight words (target words) in the context of a narration and development of comprehension skills through narrator-guided activities.

Word Study Mode: the presentation of sight words and the introduction of fundamental skills of phonetic and structural analysis.

The student completes exercises in an accompanying *Study Guide* and receives immediate feedback, which not only provides further instructional material, but helps both the reading evaluator and client to evaluate skills taught.

Listen and Read/Listen and Write

OBJECTIVE: To assess skills in following directions, perceiving relationships, and making inferences.

In *Listen and Read*, reading skills as well as listening skills are diagnosed. Students are introduced and given practice in such reading skills as meeting new words in context, understanding sentences, understanding paragraphs, reading between the lines, and reading the newspaper.

OBJECTIVE: To assess such writing skills as capitalization, punctuation, writing complete sentences, writing letters, and filling out applications.

In *Listen and Write*, the listening medium (cassette) is used as a vehicle for diagnosing writing skills while providing continued practice in listening.

Study Skills Library (4th-5th-6th Reading Levels)

OBJECTIVE: To diagnose the advancing reader's skills of interpretation, evaluation, organization, and reference.

The use of the Study Skills Library helps students develop the reading skills and approaches they need in order to read effectively in the content areas (science, social studies and reference). Lessons programmed for independent learning provide step-by-step instruction and enables the student to proceed at his own rate and to work on materials selected for him.

Basic Communications Series (Mark 7 Ken Cook)

Selecting a Trade builds the student's vocabulary and reading and writing skills through exposure to basic vocational guidance information for eight trades. In addition to reviewing the fundamental analysis skills for unlocking new words, reading tasks progress from simple sentences to short paragraphs to brief narratives. Increased emphasis is placed upon reading comprehension as the student is made aware of the study and skill prerequisites and career ladders for the featured vocations. A workbook serves as a learner's tool for response and self-appraisal. A comprehensive review test, comprising the final program of the series, summarizes the reading skills and job information presented in the series.

Full-Time Employment follows the same pattern as Selecting a Trade and offers material on such topics as: Finding a Job, Application for Employment, Job Interview, Employee Handbook, Employment Forms, Understanding the Fair Labor Standards Act, the Pay Check, and the Employee Bulletin Board. Each client works through at least one slide program from each series.

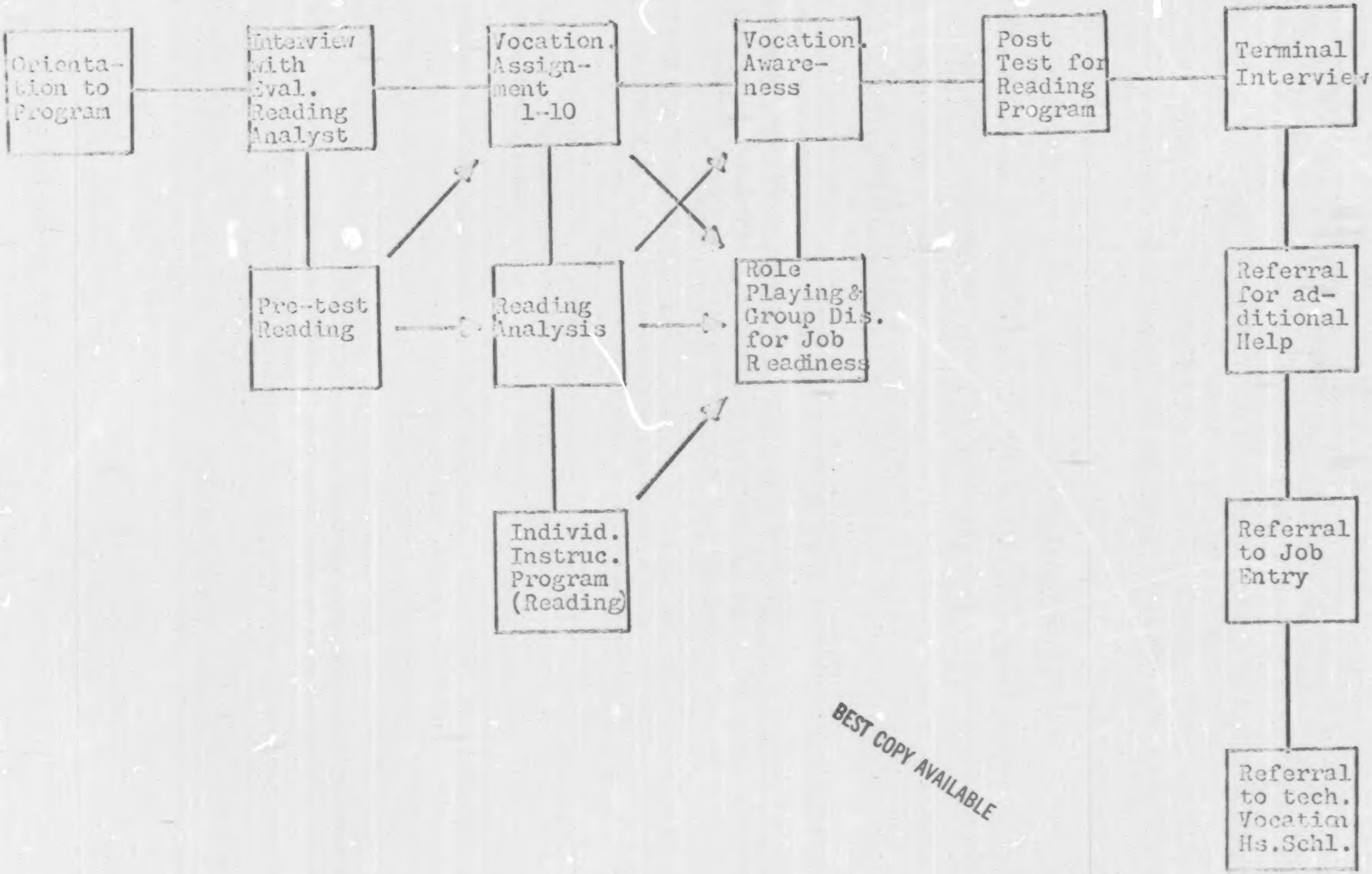
Film Viewing and TV Videotape Production Interview

During the period of vocational/communication evaluation, weekly film viewings are conducted with topics of varying concern. After the viewing, group discussions occur and clients are evaluated informally on their perception of content, visual literacy, abilities to convey impressions verbally, and most significantly, their ability to interact in a group situation.

Role-playing and simulated job interviews are videotaped for playback and group reaction. Clients are assessed regarding their perception of themselves in job-related situations and their abilities to express themselves concretely and realistically in a job interview. Videotapes are used often to capture interaction/work habits in the learning laboratory in order to promote self-evaluation and improved interpersonal relations.

It should be noted that each client is exposed to as much of the curriculum as time and individual pace allow. His performance in as many communications tasks as possible provides the reading evaluator with the most comprehensive proficiency profile to feed back to the cooperating agency.

Flow Chart of Instructional Process for the Reading and Evaluation Unit


Orientation to Program
Interview with Eval. Reading Analyst
Vocation. Assignment 1-10
Vocation. Awareness
Post Test for Reading Program
Terminal Interview
Pre-test Reading
Reading Analysis
Role Playing & Group Dis. for Job Readiness
Individ. Instruc. Program (Reading)
Referral for additional Help
Referral to Job Entry
Referral to tech. Vocatim Hs. Schl.

PROJECT MODEL - VOCATIONAL EVALUATION UNIT

READING MEDIA CENTER

INFORMAL READING INVENTORY DIAGNOSIS

NAME

COMMUNITY/INSTITUTION

AGE

DATE

Estimated Reading Level, Grade

OBSERVATIONS:

1. Hearing Status
2. Visual Status
3. Speech Difficulties
4. Other Physical Difficulties
5. Fluency in Language Usage
6. Chief Interests
7. Persistence in Tasks
8. Emotional Reactions
9. Attitudes
10. Handedness
11. Eyedness
12. Home Environment
13. Other Observations

TASKS EVALUATED IN MODEL READING MEDIA CENTER

A. Tach-X Accuracy Training (Word Recognition & Visual Memory)

B. Controlled Reading Motility (Accelerated Discrimination Training)

C. AUD-X Story and Word Study (Skill Building)

D. Listen & Read and/or Listen and Write

E. Basic Communications Series-----Selecting a Trade and Full-time Employment

F. Film-Viewing and Videotape Production Interview

G. Independent Reading

READING DIAGNOSIS:

1. Grade Level of book ______________________
2. Degree of Comprehension ______________________
3. Vocalization (whispering, etc.) ______________________
4. Finger Pointing ______________________
5. Head Movements ______________________
6. Signs of Tenseness ______________________
7. Posture ______________________
8. Distractability ______________________
9. Attitude Toward Reading ______________________

CLIENT EVALUATION RECOMMENDATION: ______________________

____

____

____

EVALUATOR: ______________________

Curriculum of the Vocational Evaluation Program

The Evaluation objectives for the Vocational Evaluation Program provide a comprehensive occupational profile relative to the student's career interest, to begin to lay the foundation for Job Readiness, to establish some type of Vocational Identity for those who lack direction in areas of this occupational endeavor.

OBJECTIVE I: To be attained by the utilization of the Singer/Graflex Vocational Evaluation System.

The Evaluation Program

The Singer/Graflex Vocational Evaluation System is a work-oriented screening device designed to help the individual make a sound vocational selection by:

(1) Exploring the world of work relative to definite occupational areas

(2) Facilitating an assessment of the individual's ability to do work

(3) Determining general areas of vocational interest and aptitude

(4) Defining additional training needs.

The System creates a simulated work setting with which the participant can identify and involves him in an exploratory experience free of the pressures generated by the usual tests on the "pass/fail" system. In this tension-free atmosphere, the individual completes a series of work tasks that relate to his potential activities in future employment. His behavior and the work he completes are evaluated against the standardized norms that have been developed for the System, identifying the participant's current level of functioning as well as affording an opportunity to assess his career potential.

The System consists of programs fitted into carrels called work stations, forming self-contained units. Each of these programs is complete with:

(1) The tools and supplies necessary to complete a series of work tasks

(2) Interest and performance rating forms

(3) An audio-visual projector

(4) A filmstrip with a coordinated tape that provides step-by-step instructions of the various jobs related to the program's activities.

The programs are designed so that the participant, after a brief orientation by the evaluator, is able to complete a goal-directed task in a simulated work situation without further staff instruction. The evaluator's job is limited to evaluation of work quality, work behavior, and work habits during the time-worked period. Performance at each work station demonstrates the participant's ability to use common industrial tools and to follow verbal directions. In addition, the audio-visual identification of related jobs serves as a tool in teaching occupational information.

Any number of the programs may be used in assessing the individual's potential. Each program provides a sequential step-by-step screening process. The Singer/Graflex Vocational Evaluation System is a self-instructive screening device designed to increase understanding while reducing staff and space requirement and promoting the effectiveness of the evaluator and the counselor.

Singer/Graflex recognizes the need for improvement through research and validation and periodically implements follow-up studies. These studies will determine the effectiveness of the system and the need for further improvements.

At present, the Singer/Graflex System has an industrial norm based on a limited population. Results from a randomly selected, nationally based population of users are being compiled to facilitate the most effective utilization of the System. After a sizable sample has been taken, norms based on percentile ranks will be developed for each of the sample areas. It is felt that the most useful comprehensive method of developing normative data is to use the broad spectrum of work from unemployment, developing a norm for each population.

The System can be effectively utilized in many situations within several disciplines. Examples of usages are found in the:

Academic Area

Junior and Senior High Schools, Technical Training Schools

Correctional Area

Correctional Rehabilitation and training, institutional or community based

Rehabilitation Areas

Evaluation programs, Training programs, Sheltered Wo[illegible] programs, Welfare programs, programs for drug rehabilitation

Industrial Areas

Personnel offices, Employment Service, Manpower Training Programs

OBJECTIVE 2: To prepare students for the world of work. Each student participates in the Ken Cook Automated Instructional System. This system is designed to develop Vocational Awareness and Job Readiness. While in the program, the student is taught how to look for a job, how to react during an interview, how to fill out a job application, and how to communicate to his potential employer what skills, if any, he brings to the job. Other areas covered are:

(1) The meaning of F. I. C. A.

(2) The meaning of Social Security and an explanation of any other deductions that an employee would encounter.

OBJECTIVE 3: Through a role-playing series, the Vocational Evaluator and the Reading Diagnostician will facilitate group discussions in hope of establishing some type of vocational identity. Also, the program uses Audio-Visual closed circuit television to help the student in establishing vocational identity.

In addition to the Singer/Graflex Evaluation System, the evaluator selects all testing materials to be administered to students in the program when necessary. The test is of such a nature as to reflect the needs of the specific population. He also evaluates the results of these tests. He discusses the results of the test with the student and then enters the results in the student's file.

Upon completion of the program, each student meets with the Evaluator and Reading Diagnostician and discusses the results of their vocational evaluation.

Written Evaluation

After completing the 10-15 day evaluation program, a written evaluation is made available to the agency or institution with which the student is affiliated. The evaluation will include:

(1) Program content
(2) Work Behavior
(3) Performance
(4) Summary and Recommendation

The following rating and evaluating work sheets along with the pictorial questionnaires are used with the job analysis work carrels. They are designed to assist the student in identifying with different types of jobs and work environments, eventually causing a selection for continued study in a particular area.

SING' GRAFLEX
VOCATIONAL EVALUATION SYSTEMS

INTEREST CODING SHEET

Participant________________________ Evaluation Period From__________ To__________

Work Station	#	Work Activity Rating Form "A"	Work Activity Rating Form "B"	Picture Interest Screening Yes	Picture Interest Screening ?	Picture Interest Screening No	TOTAL
Basic Tools	1	1, 2, 3, 4	1, 2, 3, 4				
Bench Assembly	2	1, 2, 3, 4	1, 2, 3, 4				
Drafting	3	1, 2, 3, 4	1, 2, 3, 4				
Electrical Wiring	4	1, 2, 3, 4	1, 2, 3, 4				
Plumbing & Pipefitting	5	1, 2, 3, 4	1, 2, 3, 4				
Carpentry	6	1, 2, 3, 4	1, 2, 3, 4				
Refrigeration, Heating, & Air Conditioning	7	1, 2, 3, 4	1, 2, 3, 4				
Soldering & Welding	8	1, 2, 3, 4	1, 2, 3, 4				
Office & Sales Clerk	9	1, 2, 3, 4	1, 2, 3, 4				
Needle Trades	10	1, 2, 3, 4	1, 2, 3, 4				

XER

SINGER/GRAFLEX
VOCATIONAL EVALUATION SYSTEMS

WORK ACTIVITY

Rating Form

Name:______________________________ S.S. No.:__________________

BASIC TOOLS (1)

Date(s):__________________

A. Would you like to have a job like the people you just saw in the pictures? (Mark an "X" in the box that best tells how you feel.)

☐ No ☐ ? ☐ O.K. ☐ Yes

TIME	ERRORS	RATING
Time Started________	Measurement________	Time______
Time Finished________	Finished Product________	
	Use of Tools________	
Total Time________	Total Errors________	Errors____

B. Now that you have finished the work tasks, would you like to do this kind of work for a living? (Mark an "X" in the box that best tells how you feel.)

☐ No ☐ ? ☐ O.K. ☐ Yes

	Poor 1	2	Satisfactory 3	4	Excellent 5
Participant					
Evaluator					

EVALUATOR'S USE ONLY

Checkpoints:

1. Start Timing:
2.
3.
4.
5. Finish Timing:

Ring Size:____________

SINGER/GRAFLEX
VOCATIONAL EVALUATION SYSTEMS

WORK ACTIVITY

Rating Form

Name: ______________________________ S.S. No.: ____________________

WRENCH ASSEMBLY (2) Date(s): ____________________

A. Would you like to have a job like the people you just saw in the pictures? (Mark an "X" in the box that best tells how you feel.)

☐ No ☐ ? ☐ O.K. ☐ Yes

TIME	ERRORS	RATING
Assembly:	Assembly:	Assembly:
Time Started ______		
Time Finished ______	Assembly	Time ______
Total Time ______	Errors ______	Errors ______
Disassembly:	Disassembly:	Disassembly:
Time Started ______		
Time Finished ______	Disassembly	Time ______
Total Time ______	Errors ______	Errors ______

B. Now that you have finished the work tasks, would you like to do this kind of work for a living? (Mark an "X" in the box that best tells how you feel.)

☐ No ☐ ? ☐ O.K. ☐ Yes

	Poor 1	2	Satisfactory 3	4	Excellent 5
Participant					
Evaluator					

EVALUATOR'S USE ONLY:

Checkpoints:

1.

2. Start Timing - Assembly

3. Finish Timing - Assembly

Start Timing - Disassembly

4. Finish Timing - Disassembly

SINGER/GRAFLEX
VOCATIONAL EVALUATION SYSTEMS

WORK ACTIVITY

Rating Form

Name: ______________________________ S.S. No.: ____________________

DRAFTING (3) Date(s): ____________________

A. Would you like to have a job like the people you just saw in the pictures? (Mark an "X" in the box that best tells how you feel.)

☐ No ☐ ? ☐ O.K. ☐ Yes

TIME	ERRORS	RATING
Drafting Problem #1	Drafting Problem #1	Drafting Problem #1
Time Started ______	Line ______	
Time Finished ______	Erasure ______	
	Measurement ______	Time ______
Total Time ______	Other ______	Errors
	Total Errors ______	______
Drafting Problem #2	Drafting Problem #2	Drafting Problem #2
Time Started ______	Line ______	
Time Finished ______	Erasure ______	
	Measurement ______	Time ______
Total Time ______	Dimensioning ______	
	Lettering ______	Errors
	Other ______	______
	Total Errors ______	

B. Now that you have finished the work tasks, would you like to do this kind of work for a living? (Mark an "X" in the box that best tells how you feel.)

☐ No ☐ ? ☐ O.K. ☐ Yes

	Poor 1	2	Satisfactory 3	4	Excellent 5
Participant					
Evaluator					

EVALUATOR'S USE ONLY:

Checkpoints:

1.
2.
3. Start Timing - Drawing 1.
4.
5.
6.

Checkpoints:

7. Finish Timing - Drawing 1.
8. Start Timing - Drawing 2.
9.
10.
11. Finish Timing - Drawing 2.
12.

SINGER/GRAFLEX
VOCATIONAL EVALUATION SYSTEMS

WORK ACTIVITY

Rating Form

Name: ______________________________ S.S. No.: ____________________

ELECTRICAL WIRING (4) Date(s): ____________________

A. Would you like to have [illegible] people you just saw in the pictures? (Mark an "X" in the bo[illegible]ells how you feel.)

☐ No ☐ [illegible] ☐ O.K. ☐ Yes

TIME	ERRORS	RATING
Initial Wiring Task	Initial Wiring Task	Initial Wiring Task
Time Started ______	Construction ______	Time ______
Time Finished ______	Soldering ______	Errors
	Taping ______	______
Total Time ______	Total Time ______	
Full Wiring Evaluation	Full Wiring Evaluation	Full Wiring Evaluation
Time Started ______	Winding ______	
Time Finished ______	Soldering ______	
	Taping ______	Time ______
Total Time ______	Cutting ______	Errors
	Total Errors ______	______

B. Now that you have finished the work tasks, would you like to do this kind of work for a living? (Mark an "X" in the box that best tells how you feel.)

☐ No ☐ ? ☐ O.K. ☐ Yes

	Poor 1	2	Satisfactory 3	4	Excellent 5
Participant					
Evaluator					

EVALUATOR'S USE ONLY:

Checkpoint:

1. Start Timing.
2.
3.
4.
5.
6.

Checkpoint:

7.
8.
9.
10.
11. Finish Timing.
12.

SINGER/GRAFLEX
VOCATIONAL EVALUATION SYSTEMS

WORK ACTIVITY

Rating Form

Name: ______________________ S.S. No.: ______________

PLUMBING & PIPEFITTING (5) Date(s): ______________

A. Would you like to have a job like the people you just saw in the pictures? (Mark an "X" in the box that best tells how you feel.)

☐ No ☐ ? ☐ O.K. ☐ Yes

TIME	ERRORS	RATING
Threading:	Threading:	Threading:
Time Started	Measurement	Time
Time Finished	Reaming & Filing	Errors
Total Time	Threading	
Assembly:	Assembly:	Assembly:
Time Started	Assembly Errors	Time
Time Finished		Errors
Total Time		
Disassembly:	Disassembly:	Disassembly:
Time Started	Disassembly	Disassembly
Time Finished	Errors	Time
Total Time		Errors

B. Now that you have finished the work tasks, would you like to do this kind of work for a living? (Mark an "X" in the box that best tells how you feel.)

☐ No ☐ ? ☐ O.K. ☐ Yes

	Poor 1	2	Satisfactory 3	4	Excellent 5
Participant					
Evaluator					

EVALUATOR'S USE ONLY:

Checkpoints:

1. Start Timing - Threading.
2.
3.
4.
5.
6. Finish Timing - Threading.

Checkpoints:

7.
8.
9. Start Timing - Assembly.
10. Finish Timing - Assembly.
11. Start Timing - Disassembly.
11. Finish Timing - Disassembly.

SINGER/GRAFLEX
VOCATIONAL EVALUATION SYSTEMS

WORK ACTIVITY

Rating Form

Name: ______________________ S.S. No.: ______________

CARPENTRY (6) Date(s): ______________

A. Would you like to have a job like the people you just saw in the pictures? (Mark an "X" in the box that best tells how you feel.)

☐ No ☐ ? ☐ O.K. ☐ Yes

TIME	ERRORS	RATING
Time Started ______	Measurement & Cutting ______	Time ______
Time Finished ______	Assembly ______	Errors ______
Total Time ______	Finishing ______	
	Total Errors ______	

B. Now that you have finished the work tasks, would you like to do this kind of work for a living? (Mark an "X" in the box that best tells how you feel.)

☐ No ☐ ? ☐ O.K. ☐ Yes

	Poor 1	2	Satisfactory 3	4	Excellent 5
Participant					
Evaluator					

EVALUATOR'S USE ONLY:

Checkpoints:

1. Start Timing.
2.
3.
4.
5.

Checkpoints:

6.
7.
8. Finish Timing.

Start Timing.

9. Finish Timing.

SINGER/GRAFLEX
VOCATIONAL EVALUATION SYSTEMS

WORK ACTIVITY

Rating Form

Name: ______________________________ S.S. No.: ____________________

REFRIGERATION, HEATING, & AIR CONDITIONING (7) Date(s): ____________________

A. Would you like to have a job like the people you just saw in the pictures? (Mark an "X" in the box that best tells how you feel.)

☐ No ☐ ? ☐ O.K. ☐ Yes

TIME	ERRORS	RATING
Assembly:	Assembly:	Assembly:
Time Started ______ | ______ | ______	Measurement ______	
Time Finished ______ | ______ | ______	Cutting ______	Time ______
	Reaming ______	
Total Time ______	Flaring ______	Errors ______
	Assembly ______	
	Total Errors ______	
Disassembly:	Disassembly:	Disassembly
Time Started ______ | ______ | ______		
Time Finished ______ | ______ | ______	Disassembly	Time ______
Total Time ______	Errors ______	Errors ______

B. Now that you have finished the work tasks, would you like to do this kind of work for a living? (Mark an "X" in the box that best tells how you feel.)

☐ No ☐ ? ☐ O.K. ☐ Yes

	Poor 1	2	Satisfactory 3	4	Excellent 5
Participant					
Evaluator					

EVALUATOR'S USE ONLY:

Checkpoints:

1. Start Timing
2.
3.
4.
5.

Checkpoints:

6. Finish Timing
7.
8.
9.

SINGER/GRAFLEX
VOCATIONAL EVALUATION SYSTEMS

WORK ACTIVITY

Rating Form

Name: ______________________ S.S. No.: ______________

SOLDERING & WELDING (8) Date(s): ______________

A. Would you like to have a job like the people you just saw in the pictures? (Mark an "X" in the box that best tells how you feel.)

☐ No ☐ ? ☐ O.K. ☐ Yes

TIME	ERRORS	RATING
Time Started ______	______	______	Measurement ______	
	Cutting ______	Time ______
Time Finished ______	______	______	Reaming ______	
	Swaging ______	Errors ______
Total Time ______	Soldering ______	
	Finishing ______	
	Total Errors ______	

B. Now that you have finished the work tasks, would you like to do this kind of work for a living? (Mark an "X" in the box that best tells how you feel.)

☐ No ☐ ? ☐ O.K. ☐ Yes

	Poor 1	2	Satisfactory 3	4	Excellent 5
Participant					
Evaluator					

EVALUATOR'S USE ONLY:

Checkpoints:

1. Start Timing.

2.

3.

4.

5. Finish Timing.

SINGER/GRAFLEX
VOCATIONAL EVALUATION SYSTEMS

WORK ACTIVITY

Rating Form

Name: ______________________ S.S. No.: ______________

OFFICE & SALES CLERK (S) Date(s): ______________

A. Would you like to have a job like the people you just saw in the pictures? (Mark an "X" in the box that best tells how you feel.)

☐ No ☐ ? ☐ O.K. ☐ Yes

TIME	ERRORS	RATING
Filing:	Filing:	Filing:
Time Started ______	Alphabetical ______	
Time Finished ______	Numerical ______	Time ______
Total Time ______	Total Errors ______	Errors ______
Sales:	Sales:	Sales:
Time Started ______	Recording & Computing ______	Time ______
Time Finished ______	Mechanical ______	Errors ______
Total Time ______	Total Errors ______	

B. Now that you have finished the work tasks, would you like to do this kind of work for a living? (Mark an "X" in the box that best tells how you feel.)

☐ No ☐ ? ☐ O.K. ☐ Yes

	Poor 1	2	Satisfactory 3	4	Excellent 5
Participant					
Evaluator					

EVALUATOR'S USE ONLY:

Checkpoints:

1. Start Timing - Filing.
2. Finish Timing - Filing.
3. Start Timing - Sales.
4. Finish Timing - Sales.

XEG0178-9

SINGER/GRAFLEX
VOCATIONAL EVALUATION SYSTEMS

WORK ACTIVITY

Rating Form

Name: ____________________ S.S. No.: ____________________

NEEDLE TRADES (10) Date(s): ____________________

A. Would you like to have a job like the people you just saw in the pictures? (Mark an "X" in the box that best tells how you feel.)

☐ No ☐ ? ☐ O.K. ☐ Yes

TIME	ERRORS	RATING
Sewing on Cloth:	Paper Sewing:	Paper Sewing:
Time Started ______	Total Errors ______	Errors ______
Time Finished ______	Cloth Sewing:	Cloth Sewing:
	Measurement ______	
Total Time ______	Cutting ______	Time ______
	Threading ______	
	Sewing ______	Errors ______
	Total Errors ______	

B. Now that you have finished the work tasks, would you like to do this kind of work for a living? (Mark an "X" in the box that best tells how you feel.)

☐ No ☐ ? ☐ O.K. ☐ Yes

	Poor 1	2	Satisfactory 3	4	Excellent 5
Participant					
Evaluator					

EVALUATOR'S USE ONLY:

Checkpoints:

1.

2.

3.

4.

Checkpoints:

5. Start Timing.

6.

7.

8. Finish Timing.

SINGER/GRAFLEX VOCATIONAL EVALUATION SYSTEM

PICTURE INTEREST RATING FORM

Date ________________

____
Trainee's Name

____
Evaluator's Name

Directions:

Your reactions to these pictures will help you find out what kinds of work you would like to do. As you study each picture, mark an X in the box by the answer that best describes how you would like to do the kind of work being shown in the picture. Please make a choice for every picture.

Camera Assembly
(2) Yes ☐ ? ☐ No ☐

Arc Welding
(8) Yes ☐ ? ☐ No ☐

Sewing a belt
(10) Yes ☐ ? ☐ No ☐

Repairing air conditioners
(7) Yes ☐ ? ☐ No ☐

Grinding a weld
(8) Yes ☐ ? ☐ No ☐

Cashier
(9) Yes ☐ ? ☐ No ☐

Building wooden forms
(6) Yes ☐ ? ☐ No ☐

Fixing a sink
(5) Yes ☐ ? ☐ No ☐

Assembling printed circuits
(4) Yes ☐ ? ☐ No ☐

Using hand tools
(1) Yes ☐ ? ☐ No ☐

Assembly line supervisor
(2) Yes ☐ ? ☐ No ☐

Soldering copper tubing
(3) Yes ☐ ? ☐ No ☐

Sewing upholstery
(10) Yes ? No
☐ ☐ ☐

Mechanical repair of boiler controls
(7) Yes ? No
☐ ☐ ☐

Using a hammer
(1) Yes ? No
☐ ☐ ☐

Clerk selling paint
(9) Yes ? No
☐ ☐ ☐

Laying a wood floor
(6) Yes ? No
☐ ☐ ☐

Checking compressor controls
(5) Yes ? No
☐ ☐ ☐

Testing electric condensers
(4) Yes ? No

Projector assembly
(2) Yes ? No

Spot welding
(8) Yes ? No

Welding sheet metal
(8) Yes ? No
☐ ☐ ☐

Sewing in a classroom
(10) Yes ? No
☐ ☐ ☐

Checking hydraulic lines
(7) Yes ? No
☐ ☐ ☐

Using a hack saw
(1) Yes ? No
☐ ☐ ☐

Sorting office mail
(9) Yes ? No
☐ ☐ ☐

Cutting wood for a framework
(6) Yes ? No
☐ ☐ ☐

Installing a water valve
(5) Yes ? No
☐ ☐ ☐

Testing the circuitry of a television
(4) Yes ? No
☐ ☐ ☐

Using a hand drill
(1) Yes ? No
☐ ☐ ☐

Electrical draftsman

(8) Yes ? No
☐ ☐ ☐

Assembling condensors

(2) Yes ? No
☐ ☐ ☐

Learning to sew

(10) Yes ? No
☐ ☐ ☐

Repairing a water pump

(7) Yes ? No
☐ ☐ ☐

Drawing machine parts

(3) Yes ? No
☐ ☐ ☐

Shipping Clerk

(9) Yes ? No
☐ ☐ ☐

Cutting a wood pattern

(6) Yes ? No
☐ ☐ ☐

Replacing a water line

(5) Yes ? No
☐ ☐ ☐

Soldering wires

(4) Yes ? No
☐ ☐ ☐

Hand filing
(1) Yes ? No
☐ ☐ ☐

Assembling valves in an engine head
(2) Yes ? No
☐ ☐ ☐

Soldering jewelry
(8) Yes ? No
☐ ☐ ☐

Tailoring
(10) Yes ? No
☐ ☐ ☐

Repairing a fan on a heating unit
(7) Yes ? No
☐ ☐ ☐

Using a tap to thread a hole
(1) Yes ? No
☐ ☐ ☐

Filing office material
(9) Yes ? No
☐ ☐ ☐

Reworking a wood chair
(6) Yes ? No
☐ ☐ ☐

Reaming a pipe
(5) Yes ? No
☐ ☐ ☐

Soldering resistors

(4) Yes ? No

☐ ☐ ☐

Using hand tools

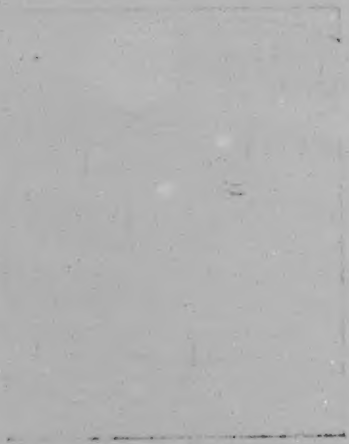
(1) Yes ? No

☐ ☐ ☐

Drafting supervisor checking drawings

(3) Yes ? No

☐ ☐ ☐



Welding angle iron

(8) Yes ? No

☐ ☐ ☐

Sewing Shoes

(10) Yes ? No

☐ ☐ ☐

Adjusting a flow gauge

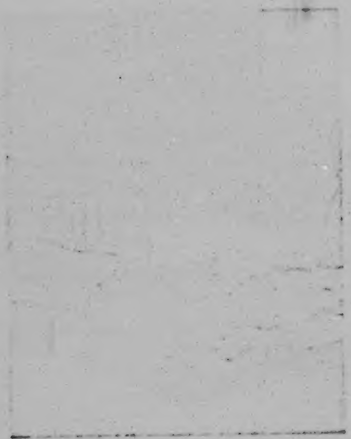
(7) Yes ? No

☐ ☐ ☐

Tightening a door with hand tools

(1) Yes ? No

☐ ☐ ☐



Using an office calculator

(9) Yes ? No

☐ ☐ ☐

Cabinet-maker

(6) Yes ? No

☐ ☐ ☐

Repairing plumbing on a heating unit
(5) Yes ? No
☐ ☐ ☐

Making wire harnesses
(4) Yes ? No
☐ ☐ ☐

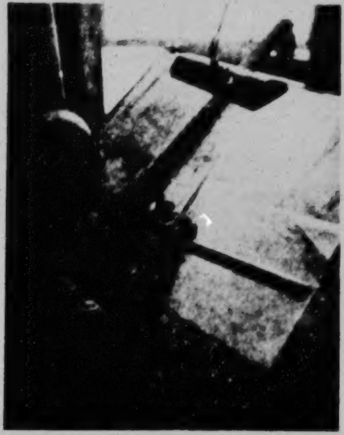
Machine Drawing
(3) Yes ? No
☐ ☐ ☐

Riveting on a production line
(2) Yes ? No
☐ ☐ ☐

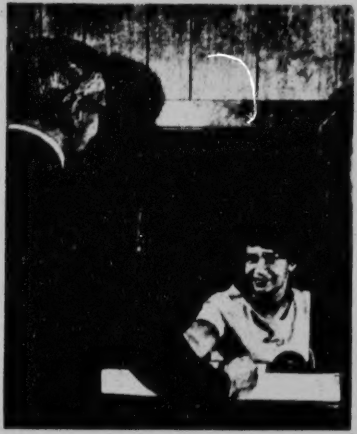
Welding a projector housing
(8) Yes ? No
☐ ☐ ☐

Home Sewing
(10) Yes ? No
☐ ☐ ☐

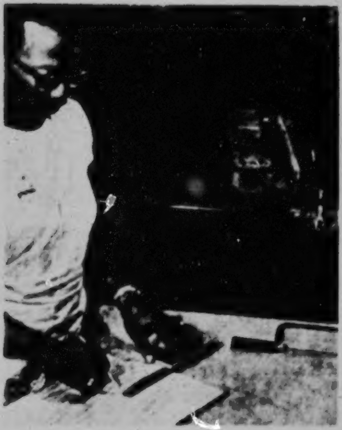
Tightening hydraulic lines
(7) Yes ? No
☐ ☐ ☐



Preparing a drafting machine
(3) Yes ? No
☐ ☐ ☐



Clerical receptionist
(9) Yes ? No
☐ ☐ ☐



Laying out a wood pattern

(6) Yes ? No

☐ ☐ ☐

Checking hydraulic lines

(5) Yes ? No

☐ ☐ ☐

Repairing light circuits

(4) Yes ? No

☐ ☐ ☐

Assembling a projector

(2) Yes ? No

☐ ☐ ☐

Hardware salesman

(9) Yes ? No

☐ ☐ ☐

Drawing a product flow chart

(3) Yes ? No

☐ ☐ ☐

Measuring cloth

(10) Yes ? No

☐ ☐ ☐

Checking air conditioner switch box

(7) Yes ? No

☐ ☐ ☐

Changing a part drawing

(3) Yes ? No

☐ ☐ ☐

Projector assembly with air screwdriver

(2) Yes ? No

☐ ☐ ☐

Roofing a house

(6) Yes ? No

☐ ☐ ☐

Threading a pipe

(5) Yes ? No

☐ ☐ ☐

Changing a fuse

(4) Yes ? No

☐ ☐ ☐

Drawing machine parts

(3) Yes ? No

☐ ☐ ☐

Work Behavior Rating

Directions: When the trainee has completed all the work stations, use the key below to record the appropriate rating for each work behavior item. (Review the description of each characteristic in the Evaluator's Manual p.) This key should also be used for the narrative review in the final evaluation.

Rating Key:

4	3	2	1
Superior	(Degrees of behavior)		Unacceptable

General Factors:

1. Attendance ____________
2. Punctuality ____________
3. Breaktimes - leave and return ____________
4. Neatness of dress ____________
5. Appropriateness of dress ____________
6. Personal Hygiene ____________
7. Attitude toward the job ____________
8. Relationships with supervisors ____________
9. Reaction to criticism ____________
10. Response to praise ____________
11. Relationship with co-workers ____________
12. Ability to follow
    - a. Visual Directions ____________
    - b. Oral directions ____________
    - c. Written instructions ____________

13. Retention of directions ____________

14. Feeling of self-worth ____________

15. Emotional stability ____________

16. Level of social & vocational maturity ____________

17. Leadership potential ____________

18. Training capacity and rate ____________

Work Factors:

19. Attention span ____________

20. Attempts to produce a high quality product ____________

21. Craftsmanship ____________

22. Quantity (actual) ____________

23. Quantity (potential) ____________

24. General work speed (level of energy) ____________

25. Improvement of work performance with repetition ____________

26. Work persistance ____________

27. Frustration tolerance ____________

28. Reaction to work pressure ____________

29. Reaction to job changes ____________

30. Judgment as related to work quality and quantity ____________

31. Organization of work ____________

32. Physical size, shape, condition ____________

33. Physical tolerance

a. Standing ____________

b. Sitting ____________

c. Lifting ____________

34. Functional work level

a. Sedentary ____________

b. Light ____________

c. Medium ____________

d. Heavy ____________

35. Sensitivity to:

a. Heat ____________

b. Light ____________

c. Dust ____________

d. Change in temperature ____________

e. Paint fumes ____________

f. Exhaust ____________

Comments, Summary and Recommendations:

2.2 MEMORANDUM OF AGREEMENT WITH RECEIVING AGENCY

The cooperation of applying agencies and community organizations seeking Project MODEL's services is vital. Their responsibilities include selecting appropriate clients who can benefit from training and to schedule instructional and training periods for optimal trainee attendance. Also, since they are most familiar with the community, they must solicit employment prospects and upon completion of training they must seek job placement and follow-up on the client's job retention.

Project MODEL does not guarantee a job for every client. It does assume the responsibility of preparing a student with entry-level skills for a job which has been identified by the local agency. The client must understand that he is to compete with others who are also available for such work.

Complete copies of the "Memorandum of Agreement" and "Application For Project MODEL Services" follow.

Mobile Occupational Development Education Laboratories
195 LITTLETON ROAD WESTFORD, MASS. 01886 (617) 692-2548
DR. EVERETT R. WARZECHA DIRECTOR

MEMORANDUM OF AGREEMENT

In order to assure an orderly and structured delivery of services on the part of Project MODEL, there should be a clear definition of roles and responsibilities on the part of the Receiving Agency and Project MODEL. This document is for that purpose - it can be referred to as a guide by both parties in the event that problems should arise during the planned program.

The intended result will be a mutual understanding among the Receiving Agency, the Division of Occupational Education, and Project MODEL that this is a joint venture and pilot program with an equal sharing of resources and responsibilities.

Liaison - Success in any joint venture requires communication. To accomplish this end Project MODEL would like to have a responsible liaison person appointed by the Receiving Agency. All information relative to the joint program should be conveyed by this person. In his absence, an alternate person must be available and be in a position to make decisions relative to the needs of the Project MODEL instructor. Project MODEL will also provide the services of a Program Coordinator in addition to the Teacher-Coordinator.

Telephone - The expediting and the expense of installation and maintenance of a telephone in the mobile unit will be borne by Project MODEL.

Electrical Power - Experience has indicated that requirements for the installation of telephone and electrical service be met within two days after delivery on location. Project MODEL will loan a service cord with receptable to the Receiving Agency prior to unit delivery along with a suggested schematic for installation. The initiation of and the cost for power hook-up, maintenance and disassembly will be the responsibility of the Receiving Agency. Power is to remain on continuously during the mobile unit's stay. Removal of the service cord will be performed by the Receiving Agency upon request of the Teacher-Coordinator.

Location - Where this matter involves security or custody of residents, this will be left to the discretion of the Receiving Agency. The mobile unit should be positioned such that the side doors are visible at all times by custodial staff. Accessibility of the unit to residents should also be considered.

When the population being served is physically handicapped, ample space and terrain should facilitate positioning of a 30' ramp perpendicular to the mobile unit at either door.

Client Selection - To better insure the program's effectiveness and student success, Project MODEL's staff should be directly involved with client selection. The Program Coordinator and two Teacher-Coordinators of that unit will participate in the selection process.

Moving and Program Cost - The cost of the Teacher-Coordinators' salaries, moving and program costs will be the responsibility of Project MODEL.

Reporting - The Project Director will provide the appointed liaison person or other designate with a report of client performance, attitudes and behavior at the completion of the program.

Evaluation - The liaison person of the Receiving Agency will feed back similar information on student population to the Director of Project MODEL, through an informal critique of the program, staff and communications, in addition to completing a formal evaluation form.

Placement - The Receiving Agency, through its liaison person, will provide job placement for clients where and when appropriate levels of skill are mastered by the resident and upon release by the institution.

Security - A joint cooperative effort will be made by both parties relative to the physical well-being of Project staff and damage protection to Project facilities and equipment.

In the event that imminent danger is evident or predicted, all efforts to withdraw staff and facilities will be expedited immediately.

In the event that any emergency develops to jeopardize the security of the unit and its contents after instruction periods, or if the Teacher-Coordinator is absent, he should be contacted immediately along with the Project Director.

The Director and Instructional Staff of Project MODEL welcome and encourage a thorough inspection of the mobile unit upon its arrival, stay and departure from the institution. This inspection shall be performed with the presence of the assigned Teacher-Coordinator or Program Coordinator.

Length of Stay - Whereas the present objectives of Project MODEL are to increase the efficiency of the instructional process with regard to serving a variety of Handicapped and Disadvantaged populations, all efforts and energies are directed to this end. The length of stay of any one program at any one location will be determined by the amount of exposure and experience gained by the staff of Project MODEL. This experience will be used to determine program parameters with regard to the populations being served, thus making the delivery system that much more effective when it becomes formally operational.

The tentative schedule of service for the ______________________ program at ______________________________ will be as follows:
Receiving Agency

Arrival Date ____________________
Orientation and Screening ______________ to ______________
Instructional Program __________________ to ______________
Departure Date ______________________

Public Relations - During the pilot program, Project MODEL requests that a low visibility profile be maintained. That is, that there are to be no public announcements, invitations to the press or other media made by the Receiving Agency; however, advertising and promotion of the program within the Receiving Agency is encouraged.

Instructional Process - Whereas the Receiving Agency administration is responsible for, and will in no way be interfered with regarding the custody, confinement or treatment of its residents, the Director of Project MODEL asks the same consideration relative to the responsibility of instruction of institutional residents. The ultimate decisions regarding the instructional process are the responsibility of the Director of Project MODEL.

THESE RESPONSIBILITIES ARE:

____ accepted as presented

____ rejected completely

____ accepted in part (modifications indicated within text)

____
for the Receiving Agency

____________ ________
Title Date

___ accepted as presented

___ rejected completely

___ accepted in part (modifications indicated within text)

____
for the Commissioner of

______________ ________
Title Date

___ accepted as presented

___ rejected completely

___ accepted in part (modifications indicated within text)

____
Director, Project MODEL

____
Date

___ accepted as presented

___ rejected completely

___ accepted in part (modifications indicated within text)

____
Associate Commissioner of
Occupational Education,
Mass. Department of Education

____
Date

Mobile Occupational Development Education Laboratories

190 LITTLETON ROAD WESTFORD, MASS. 01886 (617) 692-2548

DR. EVERETT R. WARZECHA DIRECTOR

Dear Colleague:

Thank you for your letter of request for an application for Project MODEL services. An application is attached for your use.

Since we are mandated by Federal Law to provide services to specifically defined populations, the population you represent must fit within one of the two definitions which follow:

Definitions Provided by Statute*

(i) "Disadvantaged persons" means persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons (as defined in paragraph (o) of this section) unless such persons also suffer from the handicaps described in this paragraph.

(o) "Handicapped persons" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

*Federal Register, Vol. 35, No. 91, Part II
Saturday, May 9, 1970, Section 102.3--Definitions, p. 7335.

Whereas our resources are limited, we must, at the present time, exclude public school systems from the application process because of the overwhelming needs of institutionalized populations.

If your population during Fiscal Year '74 meets the aforementioned prerequisites, please complete the application with specific and thorough details and return before May 15, 1973. The applications will be objectively scored by computer and a schedule of awards will be developed for the first year of formal operation.

The status of your request for services will be made to you by August 15, 1973.

Sincerely yours,

Everett R. Warzecha
Director, Project MODEL

Application

for

PROJECT M.O.D.E.L. UNITS

FOR OFFICE USE ONLY

1. Applying Agency: ____________________ 1-6

Mailing Address: ____________________

City/Town ____________________ Zip ________ 7-11

2. Date of this application: ____/____/____ 12-17
mo day yr

3. Individual submitting this application:

Name and Title: ____________________

Mailing Address: ____________________

____

____
City Zip

4. Local liaison person:

Name and Title: ____________________

Mailing Address: ____________________

____

____
City Zip

Telephone Number: ( ) ____________________
Area Code Number

5. Desired Mobile Laboratory (Check One) 18

a. Vocational Educational Evaluation ________
b. Business Occupations ________
c. Small Engine and Automotive Tuneup ________
d. Merchandising and Marketing ________

FOR OFFICE USE ONLY

6. Preferred program schedule: 19

a. Daytime____: Hours____to____

b. Evening____: " ____" ____

c. Daytime Evening____: " ____" ____ 20-21

7. Is there any conflicting period of time the requested unit could not be utilized?

No____ Yes (If so, please specify)____ 22

____

8. Estimated number of weeks program will be needed:____ 23-24

Dates: from____ to____ 25-28

9. Estimated enrollment and breakdown of population to be served

a. Disadvantaged: number:____ 29-32

Type (Socio-economic, language, etc.)____ 33

____

b. Handicapped: Number:____ 34-37

Type (Mental, physical, etc.)____ 38

____

c. Regular: number:____ 39-42

Other: number:____ 43-46

Type (i.e., adult, post-secondary, etc.)____ 47

____TOTAL NUMBER____ 48-51

10. If minority languages are characteristic of the population to be sdrved, please so specify breakdown by number: 52

a. Spanish____
b. Portugese____ 53-55
c. French____
d. Other____
e. N.A.____

FOR OFFICE USE ONLY

11. If the applying agency is a correctional institution, please list the total institutional population__________ 56-59
and the total population eligible for this activity________ 60-64
N.A.______________

12. Approximate age of students:____________ 65-66

13. Approximate grade level of students:____________ 67-68

14. Narrative:

In this section please present a general overview of the reasons for this request. Please supply detailed information on the following: *

a. Educational Needs: 69

b. Plans for Implementation: 70

c. Proposed Steps to be taken for Employment Placement, and/or Continued Training: 71

d. Local Resources which could be utilized to supplement this Program (i.e., funds, equipment, teachers, staff). 72

e. Other Considerations: 73-74

75-76

*Attach additional pages if so needed.

2.3 RELATION WITH THE LOCAL EDUCATIONAL AGENCY

The local educational agency (L.E.A.) is a staff function available to the project solely for financial purposes and budgetary control. All spending is reviewed by the District School Committee of the L. E. A., but the encumbering of these funds is the ultimate responsibility of the Project Director.

In essence, the L.E.A. is a legal accounting agent for the disbursement of Federal funds against approved line items. For this service, the L.E.A. receives a remuneration agreed upon by the Division of Occupational Education, the Project, and themselves. The L.E.A. for Project MODEL is the Nashoba Valley Technical High School and the agreement between these agents follows.

AGREEMENT BETWEEN
THE DIVISION OF OCCUPATIONAL EDUCATION
AND
NASHOBA VALLEY TECHNICAL HIGH SCHOOL DISTRICT COMMITTEE

The acceptance of this agreement will result in Nashoba Valley Technical High School District Committee continuing as the local educational agency (L.E.A.) for the purpose of expediting financial operations for Project MODEL (Mobile Occupational Development Education Laboratories) for Fiscal Year 1974.

The L.E.A. commitment to the operation of Project MODEL will consist of acting as the legal accounting agent in the disbursement of Federal funds against an approved line item budget in keeping with established L.E.A. purchasing procedures, State bidding procedures, and subject to District Committee review. The encumbering of these funds shall be the responsibility of the Project Director.

Compensation for the performance of this service, in the amount of $3,000, can be made to Nashoba Valley Technical High School from the grant at any time during the grant cycle (July 1, 1973 - June 30, 1974).

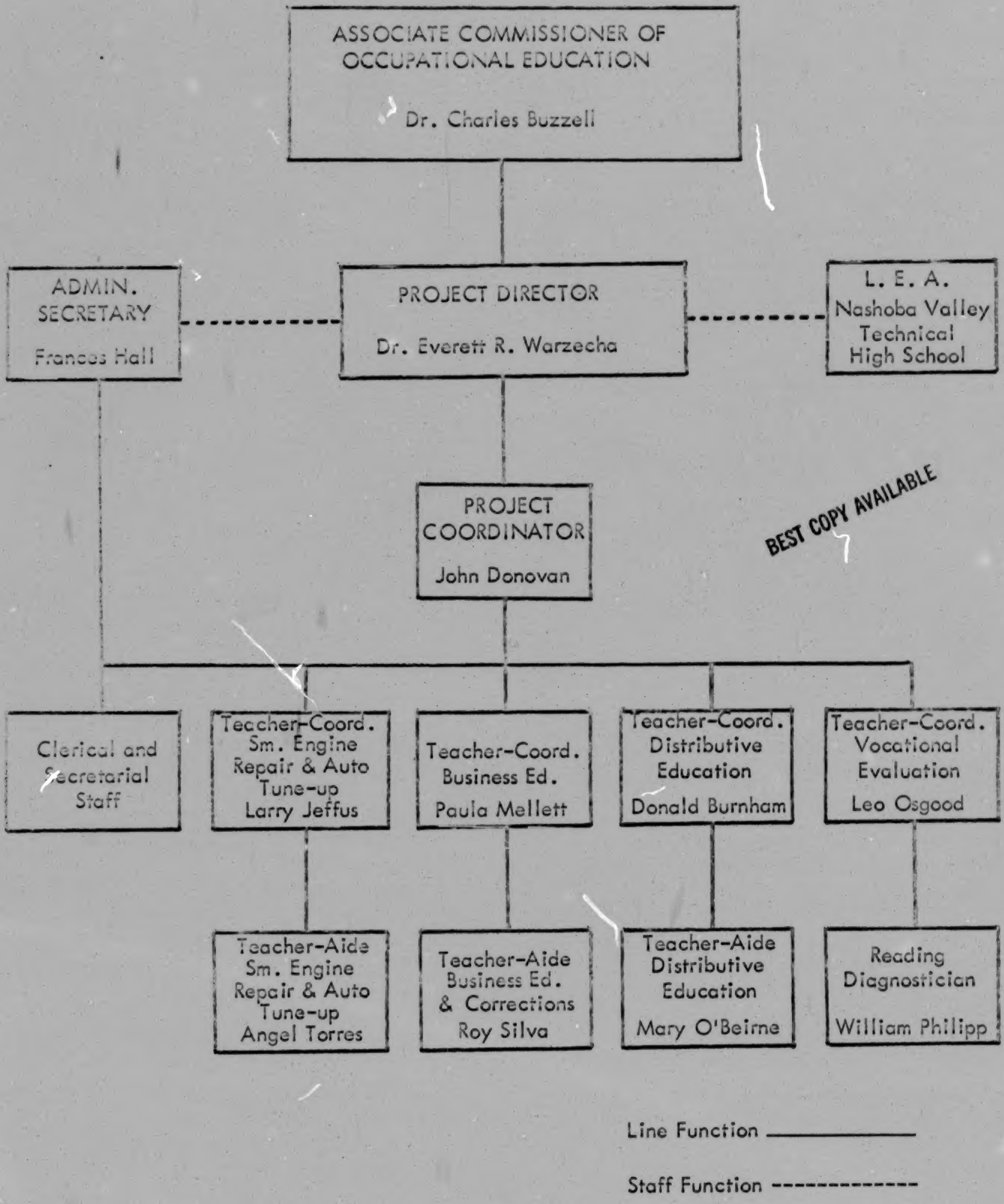
Date
Dr. Everett R. Warzecha
Project Director
Mobile Occupational Development
Educational Laboratories

Date
Mr. Thomas St. Germain, Chairman
Nashoba Valley Technical High Sch
District Committee

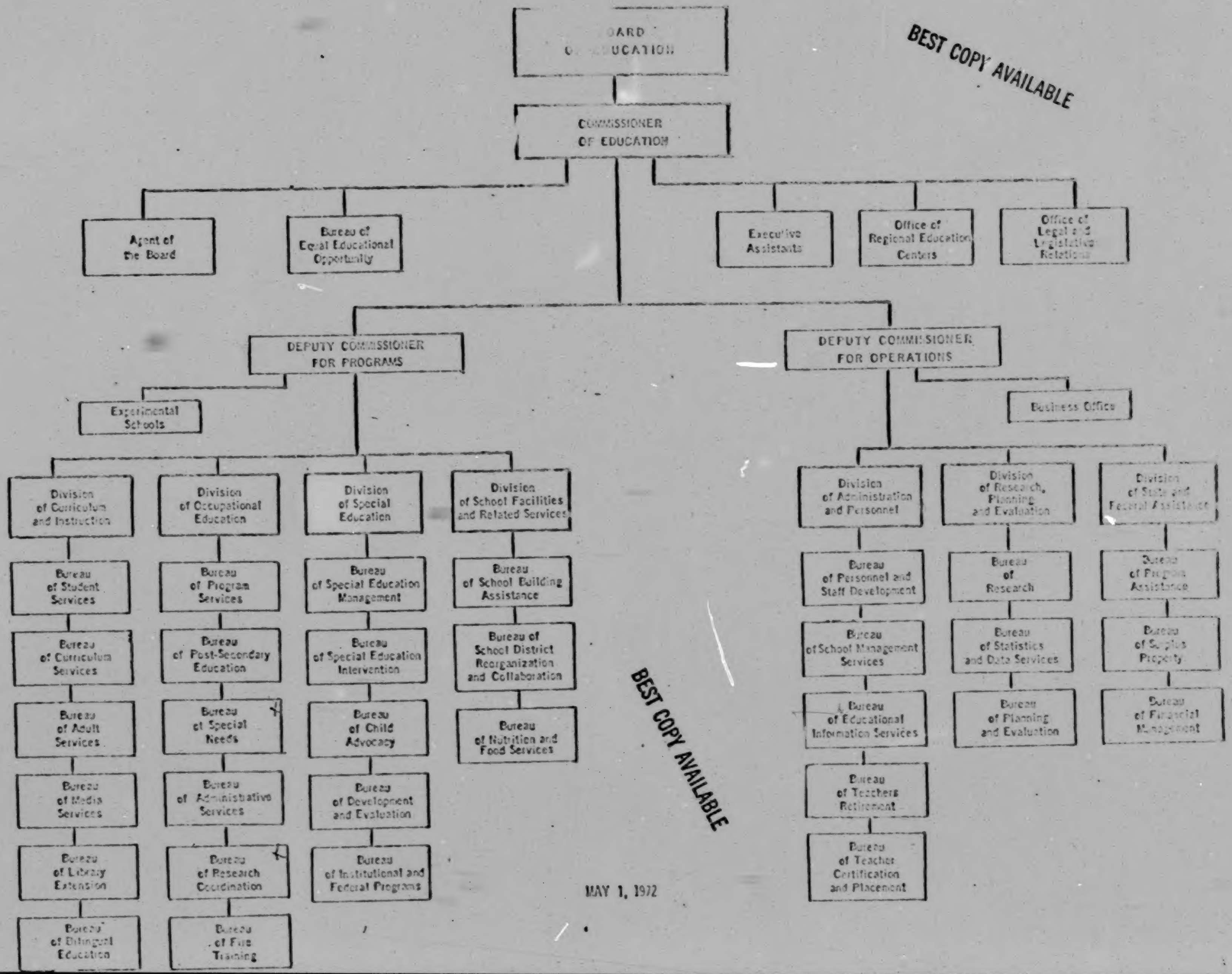
Date
Dr. Eugene Curran
Acting Bureau Chief
Bureau of Special Needs
Division of Occupational Education

Date
Mr. Thomas Lafionatis
Superintendent-Director
Nashoba Valley Technical High School

2.4 Organizational Chart Showing Relation with State of Massachusetts


ASSOCIATE COMMISSIONER OF OCCUPATIONAL EDUCATION
Dr. Charles Buzzell
ADMIN. SECRETARY
Frances Hall
PROJECT DIRECTOR
Dr. Everett R. Warzecha
L. E. A.
Nashoba Valley Technical High School
PROJECT COORDINATOR
John Donovan
Clerical and Secretarial Staff
Teacher-Coord. Sm. Engine Repair & Auto Tune-up
Larry Jeffus
Teacher-Coord. Business Ed.
Paula Mellett
Teacher-Coord. Distributive Education
Donald Burnham
Teacher-Coord. Vocational Evaluation
Leo Osgood
Teacher-Aide Sm. Engine Repair & Auto Tune-up
Angel Torres
Teacher-Aide Business Ed. & Corrections
Roy Silva
Teacher-Aide Distributive Education
Mary O'Beirne
Reading Diagnostician
William Philipp
Line Function
Staff Function

THE COMM H OF MASSACHUSETTS
DEP OF EDUCATION



ARD
UCATION
COMMISSIONER OF EDUCATION
Agent of the Board
Bureau of Equal Educational Opportunity
Executive Assistants
Office of Regional Education Centers
Office of Legal and Legislative Relations
DEPUTY COMMISSIONER FOR PROGRAMS
Experimental Schools
Division of Curriculum and Instruction
Bureau of Student Services
Bureau of Curriculum Services
Bureau of Adult Services
Bureau of Media Services
Bureau of Library Extension
Bureau of Bilingual Education
Division of Occupational Education
Bureau of Program Services
Bureau of Post-Secondary Education
Bureau of Special Needs
Bureau of Administrative Services
Bureau of Research Coordination
Bureau of Fire Training
Division of Special Education
Bureau of Special Education Management
Bureau of Special Education Intervention
Bureau of Child Advocacy
Bureau of Development and Evaluation
Bureau of Institutional and Federal Programs
Division of School Facilities and Related Services
Bureau of School Building Assistance
Bureau of School District Reorganization and Collaboration
Bureau of Nutrition and Food Services
DEPUTY COMMISSIONER FOR OPERATIONS
Business Office
Division of Administration and Personnel
Bureau of Personnel and Staff Development
Bureau of School Management Services
Bureau of Educational Information Services
Bureau of Teachers Retirement
Bureau of Teacher Certification and Placement
Division of Research, Planning and Evaluation
Bureau of Research
Bureau of Statistics and Data Services
Bureau of Planning and Evaluation
Division of State and Federal Assistance
Bureau of Program Assistance
Bureau of Surplus Property
Bureau of Financial Management

MAY 1, 1972

2.5 POSITIONS DESCRIPTIONS

TITLE: Project Director, Mobile Occupational Development Education Laboratories

INCUMBENT: Dr. Everett R. Warzecha

RESPONSIBILITY: Shall be directly responsible to Associate Commissioner of Occupational Education and articulate laterally with Division Bureau Chiefs and L.E.A. Superintendent Director

QUALIFICATIONS: Hold an earned Baccalaureate Degree from an accredited four-year college, a teaching certificate, Master's Degree in Education and six years of certified work experience in an approved vocational area. Have three years of teaching and/or administration in the field of vocational-technical education or special education. Included within, the incumbent shall document particular experience in occupational education with at least one of the four following populations: physically handicapped, mentally handicapped, correctional institutions, ethnic and/or culturally disadvantaged.

Ability to write and interpret comprehensive reports on educational programs. Equivalent qualifications may be evaluated by the Board of Education on the recommendation of the Associate Commissioner for Occupational Education. (A specific requirement may be waived by the Board if an outstanding candidate is qualified in all other respects.)

The Director of the Mobile Occupational Development Education Laboratories shall be responsible for all matters pertaining to the Administration and Supervision of the project including units and supporting staff.

These duties shall include, but not be limited to, the following:

(1) Prepare Planning Document including goals, philosophy and budget.

(2) Establish and maintain coordination with administrative school (Local Educational Agency) regarding fiscal matters.

(3) Recruit, select and hire Administrative and Instructional Staff.

(4) Confer and coordinate with various institutions and agencies throughout the Commonwealth of Massachusetts to include:

  (a) Correspondence with Community Agencies, Correctional Institutions, and Institutions for the Mentally and Physically Handicapped.

  (b) Establishment of a Steering Committee for interagency communication and future initiation and maintenance of Project Advisory Committee.

  (c) Confer with other community agencies and organizations on matters pertaining to the services offered by the Project.

  (d) Initial visits to institutions.

  (e) Coordination of on-site visits by staff of mobile units.

(5) Supervise and provide assistance to unit instructional staff in administrative, logistical and operational matters pertaining to the effective functioning of the mobile units, and instructional programs, e.g.,

  (a) Curriculum development

  (b) Program organization

  (c) Scheduling

    (d) Budgeting

    (e) Establish local and curriculum advisory committees to assist in the continued improvement of the program.

(6) Uphold specifications and develop bids for units and equipment.

    (a) Investigate new and innovative programs for incorporation in Mobile Units.

    (b) Contact with the Mobile Structure Industry and other vendors of Educational media.

(7) Supervise scheduling and coordinating movement of all mobile units.

(8) Supervise Consultative visitation to Receiving Agency during tenure of mobile unit.

(9) Coordinate activities with divisions of the Department of Education and other state agencies in the interest of continued operation, improvement and evaluation of the Project.

(10) Communicate with intrastate agencies on matters pertaining to on-going mobile educational programs.

(11) Provide in-service training for instructional personnel.

(12) Prepare annual Budget and Proposals.

(13) Prepare Annual State and/or Federal reports.

(14) Supervise, maintain records and perform accurate follow-up studies of all students who have participated in the educational programs of the Project.

(15) Conduct constant review and evaluation of existing programs.

(16) Conduct semi-annual evaluation of all Project Staff.

(17) Attend weekly Commissioner's Advisory Committee meetings.

(18) Attend or designate a representative to attend and report on conferences in order to keep abreast of new developments in occupational education for the handicapped and disadvantaged.

(19) Conduct public information service through brochure and mass media when appropriate.

(20) Develop an Operating Procedures and Policy Handbook for Staff to be re-evaluated annually.

TITLE: Program Coordinator

INCUMBENT: John Donovan

RESPONSIBILITY: Furnish functional guidance to Instructional Staff and provide services to defined special populations. The responsibilities are subjected to the established policies of the Project Director.

QUALIFICATIONS: Hold or be actively engaged in the pursuit of a Master's Degree in Education or closely related field; i.e., rehabilitation counseling, special education, etc. Have three years of documented experience in teaching or administrating programs of vocational education, special education or rehabilitation with at least one of the four major segments of the population representing the handicapped or disadvantaged.

DUTIES: The Program Coordinator of MODEL shall report to the Project Director and his duties shall include the following:

(1) Recruit and train required manpower to successfully operate a mobile outreach, vocationally oriented program.

(2) Identify populations to be served.

(3) Stimulate and develop sites.

(4) Establish and maintain a meaningful, ongoing Staff evaluation process.

(5) Conduct in-service training seminars.

(6) Maintain an effective and simple communication system, both lateral and vertical.

(7) As requested by Project Supervisors, advise and assist the supportive Staff in the accomplishment of their respective functions.

(8) In regard to receiving agencies, he must interpret student scores and assist with program development and/or placement.

(9) Stimulate and encourage continued support for Project MODEL with the community.

(10) Accept "information sharing" engagement with all levels of the community.

TITLE: Administrative Secretary

INCUMBENT: Frances J. Hall

RESPONSIBILITY: Performs according to standard procedures complex clerical duties requiring a considerable degree of decision and thorough knowledge of the functions of the Project and acts as working supervisor over a small number of employees performing less complex phases of the work; performs secretarial duties for the Project Director; performs related work as required.

Works under the supervision of the Project Director who assigns duties and reviews work for conformance with required standards.

Exercises working supervision, at various times, over one or two clerical employees in the performance of routine clerical work of moderate complexity.

QUALIFICATIONS:

(1) Considerable knowledge of business English, spelling and arithmetic.

(2) Considerable knowledge of office practices and procedures.

(3) Some knowledge of the principles of office management and the ability to apply this knowledge to supervision problems.

(4) Working knowledge of the operation and application of various office appliances.

(5) Working knowledge of department rules, regulations, procedures, and functions and ability to apply this knowledge to work problems.

(6) Ability to keep complex records and to prepare periodical reports from such records.

(7) Ability to develop, lay out, and install clerical procedures and operations from general instructions.

(8) Will require stenographic and typing skills.

(9) May require a working knowledge of bookkeeping (or some knowledge of statistics).

(10) Ability to establish and maintain harmonious working relationships with other employees and the public.

(11) Experience in progressively responsible general clerical work.

As Administrative Secretary she works under the supervision of the Project Director and her duties shall include the following:

(1) Types correspondence, memoranda, reports, requisitions, purchase orders, and other material from rough draft, straight copy, dictating equipment, or data personally developed according to standard procedures.

(2) Composes replies to correspondence that can be answered by application of established policies or by reference to file material, regulations, or previous instructions of supervisor.

(3) Performs related duties such as receiving office visitors and scheduling appointments; answering correspondence and personal inquiries relative to the Project, and recommending applicants for employment in various entry positions.

(4) Maintains Petty Cash, Bookkeeping dual entry system, Budget reporting and Warrant preparation.

(5) Searches files for specific information when subject matter and sources are clearly indicated; pulls from files such material as correspondence requisitions. Organizes and sets up filing system at the outset of the Project.

(6) Opens, stamps, and sorts mail and other office material; distributes mail, bulletins, salary checks, and office supplies.

(7) Maintains books of account and prepares related reports.

TITLE: Receptionist/Typist

INCUMBENT: Rhonda L. Perkins

RESPONSIBILITY: Works under the supervision of the Administrative Secretary who assigns duties and reviews work.

QUALIFICATIONS:

(1) Knowledge of business English and spelling.

(2) Knowledge of office practices and procedures.

(3) Knowledge of various office machines.

(4) Knowledge of alphabetic and chronological filing.

(5) Knowledge of duties related to answerphones and the telephone.

(6) Knowledge of the Data Processing key-punch machine.

(7) Will require typing skills.

As Receptionist/Typist she works under the supervision of the Administrative Secretary and her duties shall include the following:

(1) Types correspondence, memoranda, reports, requisitions, purchase orders and other material from rough draft, straight copy, and dictating equipment.

(2) Performs related duties such as receiving office visitors and scheduling appointments for the Program Coordinator.

(3) Maintains a teacher's log book on a daily basis.

(4) Submits a daily morning report on the activities of the Teacher/Coordinators and Teacher/Aides to the Director.

(5) Opens, stamps and sorts mail and other office material; distributes mail, bulletins and office supplies.

(6) Drives to the location of the L.E.A. for the purpose of picking up salary checks; cashes and deposits checks.

(7) Does key-punching for the needs of the Project.

TITLE: Mobile Unit Teacher-Coordinator

INCUMBENTS: Burnham, Donald R.; Jeffus, Larry F.;
Mellett, Paula M.; Osgood, Leo

RESPONSIBILITY: The Mobile Unit Teacher-Coordinator is responsible to the Project Director for the total operation of the assigned mobile unit to include all matters which are instructional, logistical and administrative in nature. A Teacher-Coordinator will be required to travel to and carry on instruction within the unit at various locations throughout the Commonwealth of Massachusetts. Periods of on-site instruction will vary from two to twelve weeks in length and will be concentrated within the segments of the population which reflect handicapped and disadvantaged and minority groups. It will be the responsibility of the Mobile Unit Teacher-Coordinator to work cooperatively with representatives of these institutions and agencies.

QUALIFICATIONS: The uniqueness of the population being served reflects the multiple specialization required of the instructor. The ability to relate and understand the selective groups that these programs have been designed to serve is paramount. The Mobile Unit Teacher-Coordinator must also have insight into the symptoms that are indicative of underlying problems, be able to cope with such problems, and should demonstrate his competency by action rather than authority.

The attitude of the instructor is also a critical qualification. There must be a willingness to perform tasks related to the maintenance and the care of the unit as well as handle the responsibilities of teaching. Also demonstrated ability and desire to keep the unit properly maintained and cleaned is of prime importance.

In addition to the above qualifications, it is desirable that the Teacher-Coordinator demonstrate competency and certification in one of the selected occupational areas and, at the same time, reflect experience of training with special needs populations. It is also very desirable that the Teacher-Coordinator reflect a minority culture and/or have bilingual competency in Spanish.

The Mobile Unit Teacher-Coordinator is also responsible for furthering policies, philosophies and objectives for the improvement and further development of the project. The duties of a Mobile Unit Teacher-Coordinator shall include, but not be limited to, the following:

(1) Prepare and organize all the learning activities to take place in the unit at various sites within the Commonwealth of Massachusetts.

(2) Plan and organize all instruction based on performance objectives.

(3) Hire local Teacher Aides and utilize local resources at the on-site locations.

(4) Assign duties to and evaluate performance of Teaching Aides.

(5) Establish local Advisory Committees for the purpose of integrating this project with the industrial sector of the communities involved in a cooperative venture.

(6) Evaluate and record student performances.

(7) Coordinate with receiving agencies and establish liaison contract prior to arrival of the unit at that location.

(8) Initiate and review public relations pertaining to the specific program in the unit at the on-site location.

(9) Prepare and forward reports required and request expenditures as set forth in the approved budget.

(10) Initiate preparation of annual budget.

(11) Maintain and/or make provisions for repair of all equipment and audio-visual aids used in the program.

(12) Perform minor repairs to interior and exterior of the unit.

(13) Locate repairmen in their immediate local area of the on-site location for the maintenance of major malfunctions of equipment used in teaching the program.

(14) Keep daily logs on student attendance and personal travel.

RECOMMENDED EXPERIENCE FOR THE TEACHER/COORDINATOR

I Handicapped

A. Physically handicapped

1. Know terminology
2. Know limitations
3. Know physical capacities
4. Know care and maintenance of special devices (i.e., leg bag, wheel chair, braces, etc.)
5. Knowledge of ADL

B. Blind

1. Knowledge of special devices
2. Know how to arrange job stations
3. Knowledge of ADL

C. Deaf

1. Know sign language
2. Know manual alphabet
3. Knowledge of ADL

D. Emotionally handicapped

1. Knowledge of terminology
2. Knowledge of learning disorders
3. Knowledge of limitations

E. Learning handicapped

1. Special techniques needed for instruction
2. Emotional support needed

II Disadvantaged

A. Ex-Offenders

1. Knowledge of prison conditions

        a. Maximum security
        b. Minimum security
        c. Farm or Forestry Camp
        d. County/City jail

    2. Knowledge of parole laws and restrictions
    3. Knowledge of work release laws and restrictions
    4. Knowledge of the laws regarding employment and bonding
    5. Knowledge of driver licenses restrictions and application procedures
    6. Know terminology regarding offense (i.e., B&E, DWI, etc.)
    7. Knowledge of prison language (i.e., screw, sickey, etc.)
    8. Knowledge of work restrictions for teacher inside
        a. Maximum security prison
        b. Minimum security prison
        c. Farm or Forestry Camp
        d. County/City jail

B. Spanish Speaking

    1. Knowledge of the language or fluency in speaking it
    2. Familiarity with cultural background of Spanish speakers
    3. Experience in teaching English as a foreign language
    4. Working/living experience in another culture
    5. Sensitivity to and knowledge of the dynamics of cross-cultural communications
        a. Differences in body gestures
        b. Techniques through which different nationalities handle positive and negative transference
        c. Situational variables affecting foreign clients' career choices

C. Economically/Socially Deprived

    1. Knowledge of community
    2. Knowledge of other agencies available for help
    3. Knowledge of cultural background

III A V Experience

A. Video Equipment

    1. Set up and operate VTR, monitor and camera
    2. Maintain and service equipment
    3. Make repairs to tapes
    4. Edit and audio dubs

B. Projectors

  1. 16mm movie
  2. Over head
  3. Slide projector
  4. Dukane projector
  5. Cox Co. projector

C. Camera Work

  1. Operate instamatic copy camera
  2. Poloroid color/B&W
  3. Operate camera with variable F stop speed, lenses and focus
  4. Know film uses and make appropriate selections
  5. Movie camera operation

D. Copy Machine

  1. Dito
  2. Mimeograph
  3. Multilith
  4. Dry copier

IV Educational Experience

A. BS or BA Industrial Education

B. MS or MA Industrial Education

C. Minimum course work for a vocational certificate in Mass.

D. Special Education

TITLE: Teacher/Aide

INCUMBENTS: O'Bierne, Mary C.; Silva, Roy; Torres, Angel
Philipp, William - Reading Diagnostician

RESPONSIBILITIES: The Mobile Unit Teacher/Aide is responsible to the Teacher-Coordinator and will assist in all functions and activities necessary to insure the complete and orderly instruction of the specific target populations being served.

The Teacher/Aide will in the absence of, or in assistance to the Teacher-Coordinator, instruct clients; be responsible for safety; counseling; evaluation of performance; cover unit in the event of sickness, accident, elements of bad weather; maintain liaison communication with receiving agencies; and finally, expedite logistical, administrative, or instructional matters as seen necessary by the Teacher-Coordinator or the Project Director.

QUALIFICATIONS: Must possess supportive abilities to assist or complement the Teacher-Coordinator and the overall goals and objectives of the project. He/she must be able to identify with the client population being served and effectively communicate ideas and objectives to them. The Teacher/Aide is encouraged to continually update his own educational background in order to keep abreast of the latest teaching techniques and instructional programs.

DUTIES: Assist or perform all functions as described in the Teacher-Coordinator job description.

2.5.1 Recommended Experience for Teacher/Coordinator & Aide of the Automotive & Small Engine Repair Unit

I Auto Tune-up

A. Previous experience in teaching

1. Handicapped
   - a. Physical
   - b. Blind
   - c. Deaf
   - d. Emotionally handicapped
   - e. Learning handicap

2. Disadvantaged
   - a. Ex-Offenders
   - b. Spanish speaking
   - c. Economically/Socially deprived

B. Trade Experience

1. Auto Tune-up
   - a. Eight years
   - b. Technical training classes
     - i. College
     - ii. Industrial

2. Auto Mechanics
   - a. Major overhauls
   - b. Auto paint and body
   - c. Light mechanical work

II Small Engine Repair

A. Previous experience in teaching

1. Handicapped
   - a. Physical
   - b. Blind
   - c. Deaf
   - d. Emotionally handicapped
   - e. Learning handicap

2. Disadvantaged
   - a. Ex-Offenders
   - b. Spanish speaking
   - c. Economically/Socially deprived

B. Trade Experience

1. Small Engine Repair
    a. Eight years
    b. Technical training classes
        i. College
        ii. Industrial

2. Original Equipment Manufacturer
    a. Lawn mowers
        i. Standard
        ii. Self-propelled
        iii. Riding
        iv. Motorcycle

2.5.2 Recommended Experience for Teacher/Coordinator & Aide of the Business Education Unit

I Educational Experience

A. BS or BA Industrial Education

B. MS or MA Industrial Education

C. Minimum course work for a vocational certificate in Massachusetts

D. Special Education

II Typing

A. Previous experience in teaching

1. Handicapped
    a. Physical
    b. Blind
    c. Deaf
    d. Emotionally handicapped
    e. Learning handicap

2. Disadvantaged
    a. Ex-Offenders
    b. Spanish speaking
    c. Economically/Socially deprived

B. Business Experience

1. Typing
    - a. Two years practical experience
    - b. Keyboard skill
    - c. Production

2. Vocational Training
    - a. College
    - b. Corporate-in-house

III Office Machines

A. Previous experience in teaching

1. Handicapped
    - a. Physical
    - b. Blind
    - c. Deaf
    - d. Emotionally handicapped
    - e. Learning handicap

2. Disadvantaged
    - a. Ex-Offenders
    - b. Spanish speaking
    - c. Economically/Socially deprived

B. Business Experience

1. Small Office Machines
    - a. Spirit Duplicator
    - b. Mimeos
    - c. Stencil cuts
    - d. Thermo-fax
    - e. Collator
    - f. Binder
    - g. Paper folder
        - i. Three years practical experience
        - ii. Terminology

2. Vocational training
    - a. College
    - b. Corporate-in-house

2.5.3 Recommended Experience for Teacher/Coordinator & Aide of the Distributive Education Unit

I Distributive Education

A. Previous experience in teaching

1. Handicapped
    - a. Physical
    - b. Blind
    - c. Deaf
    - d. Emotionally handicapped
    - e. Learning handicap

2. Disadvantaged
    - a. Ex-offenders
    - b. Spanish speaking
    - c. Economically/Socially deprived

B. Trade Experience

1. Distributive occupations
    - a. Six years
    - b. Distributive education classes
        - i. College
        - ii. Industrial

C. Experience working in or with the following:

Department Store, Salesperson
Department Store, Professional Salesperson
Department Store, Buyer
Department Store, Stockperson
Department Store, Department Manager
Department Store, Receiving Clerk
Department Store, Assistant Receiving Manager
Department Store, Receiving Manager
Department Store, Assistant Buyer
Department Store, Credit Interviewer
Department Store, Assistant Credit Manager
Department Store, Credit Manager
Department Store, Display Helper
Department Store, Assistant Display Manager
Department Store, Display Manager
Department Store, Advertising Manager

Food Store, Checker
Food Store, Head Grocery Clerk
Food Store, Grocery Clerk
Food Store, Assistant Manager
Food Store, Store Manager
Food Store, Head Cashier
Hotel/Motel, Room Clerk
Hotel/Motel, Reservation Manager
Hotel/Motel, Purchasing Agent
Hotel/Motel, Assistant Manager
Hotel/Motel, Manager
Hotel/Motel, Night Auditor
Hotel/Motel, Bellman
Hotel/Motel, Bell Captain
Hotel/Motel, Service Superintendent
Hotel/Motel, Chef
Hotel/Motel, Catering Manager
Hotel/Motel, Executive Housekeeper
Hotel/Motel, Sales Manager
Hotel/Motel, Building Superintendent
Hotel/Motel, Recreation Director
Restaurant, Cashier
Restaurant, Assistant Manager
Restaurant, Manager
Restaurant, Busboy
Restaurant, Waiter (Waitress)
Restaurant, Head Waiter
Restaurant, Hostess
Service Station, Attendant
Service Station, Assistant Station Manager
Service Station, Station Manager (Dealer)
Variety Store, Salesperson
Variety Store, Commissioned Salesperson
Variety Store, Checkout Cashier
Variety Store, Buyer
Variety Store, Marker
Variety Store, Stockroom Supervisor
Variety Store, Section Manager
Variety Store, Assistant Store Manager
Variety Store, Store Manager
Variety Store, Service Desk
Variety Store, Office Clerk
Variety Store, Head Cashier/Bookkeeper
Variety Store, Personnel Manager

Wholesaling, Salesman
Wholesaling, Route Salesman and/or
Vending Machine Specialist
Wholesaling, Sales Manager
Wholesaling, Buyer
Wholesaling, Head Buyer
Wholesaling, Merchandiser
Wholesaling, Order Selector
Wholesaling, Receiving/Shipping Supervisor
Wholesaling, Warehouse Manager

D. Placement

1. Experience
   a. Familiar with Placement Director's duties
   b. Locating job opportunities
   c. Assisting in interview
   d. Employer's Advisory Committees

5

2.5.4 Recommended Experience for the Reading Diagnostician

I Previous experience in teaching

A. Handicapped

1. Physical
2. Blind
3. Deaf
4. Emotionally handicapped
5. Learning handicap

B. Disadvantaged

1. Ex-offenders
2. Spanish speaking
3. Economically/Socially deprived

II Evaluator's Educational Background

A. Course work or B.A. Degree

1. Education or Special Education
2. Reading Education
3. Communications

a. Interpersonal
b. Cross-cultural
c. Theory and Methods

B. Familiarity with testing and diagnosis procedures in reading

C. Knowledge of the EDL 100 Multi-Media Communications Skills System

2.5.5 Recommended Experience for the Vocational Assessment Teacher

I Previous experience in teaching

A. Handicapped

1. Physical
2. Blind
3. Deaf
4. Emotionally handicapped
5. Learning handicap

B. Disadvantaged

1. Ex-offenders
2. Spanish speaking
3. Economically/Socially deprived

II Evaluator's Educational and Work Experience Background

A. Course work or Bachelors Degree including minimum of 18 hours of college-level courses in the area of psychological tests and measurements.

1. Minimum of 2 years in a technical-industrial business or trade position documented.
2. One year's teaching experience in a guidance or counseling related position; demonstrated knowledge of guidance resources.
   a. Dictionary of Occupational Titles
   b. Computerized guidance programs
   c. Knowledge of theories in occupational or vocational guidance
   d. Knowledge, use and interpretation of paper and pencil testing devices such as Kuder, Strong, Otis, etc.

3. Ability to write and communicate verbally with Receiving Agencies' project directors and maintain records of each student's participation within their own unit offices.

4. Knowledge of the use and content of the Singer/Graflex System and ability to:
   a. Maintain and keep it appropriately supplied with materials
   b. Report and interpret the results of student assessment
   c. Condense reports
   d. Work with the Reading Diagnostician on a clear and concise combined report to be appended to each student's Certificate of Participation. These reports should be written such that the Receiving Agency will fully understand the impact when presented with their copy of the student's assessment.

5. Membership in a professional State or National Guidance Association.

2.6 STAFF BIOGRAPHIES

2.6.1 Dr. Everett R. Warzecha, Project Director

Dr. Warzecha received his Bachelor of Science degree from Central Connecticut State College specializing in Industrial Arts. He received his Master's and Doctorate's of Education degrees from Rutgers University specializing in Vocational-Technical education.

His extensive professional affiliations include the New Jersey Governor's Commission on Vocational Education in Correctional Institutions; Assistant Director, and subsequently, Director of COP (Cooperative Occupational Pre-Teaching Experiences); Task Force Coordinator to the state of New Jersey, Advisory council on Vocational Education; Vocational Curriculum Coordinator for the Jamesburg State Home for the Boys; and has been a summer session teacher for the undergraduate course in Vocational Education at Rutgers University.

Dr. Warzecha has had extensive exposure evaluating the viability of vocational education programs in correctional institutions, supervision and training of vocational-technical teachers, designing programs of vocational education for youth in correctional institutions, and teaching under-graduate courses in vocational education for pre-service and in-service vocational teachers and administrators.

Complementing his special education awareness, Dr. Warzecha has experience with many audio-visual techniques including film production and editing, development of animated transparencies for over-head projectors, and evaluation of instructional media and development of new types of audio-visual equipment.

Among the many publications to his credit are: "Development of a Program of Vocational and Industrial Education for Youth in Correctional

Institutions", and his dissertation entitled "An Assessment of Learning Efficiency and Effectiveness Comparing Animated and Non-Animated Overhead Transparency Projectuals".

2.6.2 Mr. John Donovan, Program Coordinator

Mr. Donovan received his Master's degree from the graduate program of Antioch College, Harrisville, New Hampshire in Educational Administration of Special Needs.

He has had extensive experience as a Special Program Coordinator for the Crotched Mountain Rehabilitation Center in Greenfield, New Hampshire. He specialized in Sheltered Training Experiences for handicapped young adults. Through carefully planned steps he brought his clients to vocational independence eventually with job placement and community involvement.

This record of successful rehabilitation caused the program he was directing to be selected as the outstanding program serving the handicapped in 1972 by the Region I Office of Health, Education, and Welfare for the state of New Hampshire.

Background experiences include: work with a community action program in Newark, New Jersey towards drug abuse and prostitution; successful recreation and work exposure program for the Great Bay School and Training Center in Newington, New Hampshire; organization and development of on-site work stations for vocational evaluation in industry for the Occupational Center of Orange county, Orange, New Jersey; development of a self-protection program for the Jewish Community Center in Lawrence, Massachusetts; and organization and development of the Physical Fitness Program at Salem, New Hampshire. John has also been instrumental in the pilot demonstration of Project TRY, a state-wide program in New Hampshire that demonstrated the medium of creative dramatics in dealing with the mentally handicapped.

2.6.3 Mr. Leo Osgood, Teacher-Coordinator; Evaluation Unit

Mr. Osgood graduated from Northeastern University with a Bachelor of Science degree in Business Management and is a candidate for a Master's degree in Community Counseling at the same institution. He has had extensive experience serving minorities in the Roxbury and Dorchester areas and has acted as a liaison between those groups and prospective employers.

His extensive experience includes work with: the Roxbury Boys' Club as a college counselor, the Health-Vocational Training Program at the Dimmock Community Health Center in Boston as an Educational Counselor, Director of Recreation and Programs for the Lena Park Community Service Center in Boston, and an Industrial Relations Adviser for Action for Community Development in Boston. He has also served as an area youth worker for the Boston Youth Activity Commission.

Mr. Osgood brings with him a complete understanding of the minorities and their socio-economic problems and will be an invaluable asset for Project MODEL in understanding the needs, life-styles, and aspirations of the black community in Boston.

2.6.4 Mr. Donald Burnham, Teacher-Coordinator; Distributive Education Unit

Mr. Burnham graduated with honors from Bryant and Stratton Junior College of Business specializing in Marketing. He completed his Bachelor of Science degree in Business Administration from New Hampshire College in Manchester, New Hampshire with a major in Business Management and a minor in Psychology.

His professional experiences include that of a teacher in the Salem, Massachusetts school system, owner of his own commercial food store, sales representative and training supervisor for the National Cash Register Corporation, furniture salesman, and stock clerk for a supermarket. He is also a member of the Distributive Education Clubs of America.

Don's effervescent teaching ability along with his wide scope of experience and aptitudes in the retailing and merchandising field, enables him to provide interesting learning experiences in the Distributive Education unit, making him a valuable addition to the Project MODEL team.

2.6.5 Mr. William Philipp, Jr., Reading Diagnostician, Evaluation Unit

Mr. Philipp has a Bachelor's degree from Loyola College in Baltimore, Maryland and he has attended the Schools for International Training in Brattleboro, Vermont and Syracuse University. He has two Master's degrees, one in Mass Communication and the other in International Administration. At the University of Maine he worked in radio and television broadcasting. He is bilingual in English and Spanish and spent two years in the Peace Corps in Ayacucho, Peru.

Specializing in Media Development, he has prepared film documentaries for UNESCO and has become proficient in writing, and editing.

Bill has been responsible for the complete development of the Cultural and Public Affairs Program from its initial concept to its execution at the University of Maine, Orono. Past work experience includes that of a consultant for television writers, and a production assistant and researcher. His understanding of human nature, his ability to communicate effectively and explicitly to various populations has helped to round out the Project MODEL Staff.

2.6.6 Mr. Larry Jeffus, Teacher-Coordinator, Automotive Tune-Up and Small Engine Repair Unit

Mr. Jeffus has his Bachelor of Science degree in Industrial Education from the University of Tennessee in Knoxville and has also completed forty-seven hours towards his Master's degree in Industrial Education at the same institution.

He has worked for a year and a half at the Crotched Mountain Rehabilitation Center where his primary concern was attitudes of the handicapped. He also has demonstrated experience in audio-visual techniques and can communicate and teach sign language to the deaf. His patience and fortitude has enabled him to teach multiply handicapped individuals who were considered previously to be unemployable and unable to function in a normal society.

Mr. Jeffus has both a private pilot's license and a commercial driving license. The latter will enable him to transport MODEL's Mobile Occupational units to locations throughout the state.

2.6.7 Miss Paula Mellett, Teacher-Coordinator, Business Education Unit

Miss Mellett graduated from St. Joseph's College in North Windham, Maine with a Bachelor of Arts degree in the Social Sciences.

Formerly employed by Automated Instruction, Incorporated, whose equipment is being used in Project MODEL's Mobile units, she designed and taught Automated training programs throughout the country for teachers, supervisors, and para-professionals. She has specialized in the use of innovative audio-visual methods of teaching touch typing and key punching.

Paula has had experience with Action for Boston Community Development, a program for the black and Spanish community which primarily serves inner-city residents, again using audio-visual methods for instruction.

Besides her exceptional ability to relate to a variety of population types under stress situations, she possesses the skill of being able to "sign" with the deaf, a valuable tool necessary to communicate and instruct a deaf population.

2.6.8 Mrs. Mary C. O'Beirne, Teacher/Aide, Distributive Education Unit

Mrs. O'Beirne graduated from the University of Massachusetts with a Bachelor of Arts degree in Liberal Arts. She specialized in Philosophy and mathematics. She has also been accepted into the Masters program in Library Science at Glasboro State College in New Jersey and has completed 15 hours.

Mary has had experience in teaching on both the Junior High and Senior High School levels in the areas of English, Mathematics and History. She has had experience assisting in the management of motel operations and has worked in many capacities on the supermarket level. She is proficient in the use of many types of audio-visual equipment as well as standard office and typewriting machines. This extensive experience makes her an ideal Teacher/Aide for the Distributive Education Unit.

2.6.9 Mr. Angel Torres, Teacher/Aide, Automotive Unit

Mr. Torres graduated from Comerio High School in Puerto Rico and has completed two years of education at the Interamerican University in Puerto Rico.

Angel is fluent in both English and Spanish. This valuable asset will assist Project MODEL when it serves the Spanish and Puerto Rican communities throughout the State. He has had additional experience as a translator for a migrant farm worker's council, as a social worker for Vespra in the Peace Corps, a counselor for a drug addiction center in Comerio, Puerto Rico, and a 3rd to 10th grade Spanish teacher in Springfield. (VESPRA is the Volunteers In-Service to Puerto Rico Association)

2.6.10 Mr. Roy Silva, Teacher/Aide, Corrections

Mr. Silva is acting as a liaison between Project MODEL and correctional institutions throughout the state for all four mobile units. He has had extensive personal experience with corrections through his own incarceration for 13 years at both Norfolk and Carver MCIs.

His personal exposure to prison life and attitudes will assist Project MODEL's Staff in understanding the needs, desires and behavioral problems of incarcerated individuals.

Roy has served as a teacher at Carver, MCI in the areas of Mathematics and Spelling, as well as being a fully qualified oil burner service and repairman. He is also certified by the Division of Occupational Education to instruct in the operation and service of oil burners, and is currently enrolled in an Assoc. of Science program in Vocational Education at Middlesex Community College.

Roy has proved to be both flexible and understanding in meeting the daily changing needs of Project MODEL and has been invaluable in discerning the educational needs in correctional institutions and how to present a viable vocational program to inmates previously unexposed to educational programs from outside of the prison wall.

2.7 ADMINISTRATIVE POLICY STATEMENTS

Flexibility in Program Scheduling: In light of the travel burden which one must bear and the non-promising release of constraints inherent within the Institutions MODEL serves several formats for programming instruction are proposed. Since clients are limited and restricted to a minimum of thirty hours of instructional time per week, the first option would be three hours in the morning and three hours in the afternoon, five days a week for a total of thirty hours. A break in between for lunch should be built into the instructional period. (Any break less than twenty minutes should not be counted as a break time.) Any break over twenty minutes should be added on to the six hours. The graphic illustration of this is presented below:

3	3	3	3	3
3	3	3	3	3

The next option for the flexibility for scheduling is one which encompasses a five-day work week with each day being split into four-hour and two-hour blocks, the four-hour block would be for instruction with the client population, the two-hour block would be for curriculum development and placement. Modifications may be made where necessary to extend this to five and one or variations thereof. Graphic illustration is presented below:

4	4	4	4	4
2	2	2	2	2

Another option to the variable format would be four-day week of instruction, the preceding options on the fifth day being a date of placement. The preceding options must be in instruction. The full fifth day could be for curriculum development and placement. This option is presented graphically below:

----- INSTRUCTION -----				
6	6	6	6	

------Placement and/or curriculum development

The fourth and far from final option would revolve about a four-day work week with instruction being presented in blocks of four hours per day or a total of seven and a half hours per day for four days, totally thirty hours of instruction time and the fifth day would be relief time. This four-day option is presented only when the travel burden exceeds two and a half hours in one direction to the location and if the pattern is consistent with the needs of the population. This diagram is presented below:

4	4	4	4
3-1/2	3-1/2	3-1/2	3-1/2

(--Half hour lunch

It should be perfectly clear that these are options for flexibility in program and they are not to be misconstrued as the only options. However, all program schedules must be approved by the Director in advance of the schedule set.

Copies of all correspondence between the receiving agencies and Project MODEL with regard to scheduling, screening, population and other reports at the on-site location should be sent to the Project Director for Information and Communication purposes.

Sick Leave: At the end of each month of work all employees receive one and a quarter days' sick leave credit, to total fifteen days for the calendar year. A person with loss of pay for any reason in excess of one day does not receive sick leave credit for that month. Sick leave may be accumulated while on military, court, or industrial accident leaves.

Seven of these fifteen days' sick leave with pay may be used in each fiscal year in case of serious illness of husband, wife, children, parent of either spouse, or of a person living in the immediate household of the employee.

Notification of absence must be given as early as possible on the first day of absence. The Director may, if desirable, require a physician's certificate to show necessity of absence. If such certificate is not filed within seven calendar days after it has been requested, one's sick leave request may be disallowed.

Extended illness or leave due to personal injury while under employment beyond the fifteen days can draw on accumulated sick leave until such leave is exhausted. Beyond this, any vacation time coming to the employee can be converted into sick leave. Sick leave beyond accumulated sick leave time and earned vacation time used will be considered leave without pay. Taking a leave without pay may affect vacation time.

Vacation Policy:

(1) Vacation time will be scheduled as per the fiscal year (FY), e.g., FY '73 is July 1, 1972 to June 30, 1973.

(2) Vacation time will be prorated as to the longevity of past employment of the Teacher-Coordinator within the Project during that fiscal year of operation, e.g., if employment began October 1, that would constitute nine (9) months' employment in the first fiscal year. This equals three quarters of one month's vacation time (fifteen - 15 - working days).

(3) One month vacation time for twelve months' service will be interspersed within that fiscal year. This is to protect you! If in the event the Project does not receive funding for the following fiscal year, vacation time will be lost if not taken within the current fiscal year. For your protection, it is recommended that vacation time be used prior to the termination of the current fiscal year.

(4) Since vacation seasons usually extend beyond the end of the fiscal year, it will be possible in certain cases to extend remaining vacation time into three months of the next fiscal year. That is, vacation time for fiscal '73 may be taken up to the end of September '73. Vacation time will normally be taken up to a week at a time in between instructional locations. Hopefully, flexibility can be maintained for instructional staff and logistics in moving the units can be arranged to coincide with vacation schedules if enough advanced notice is provided.

(5) Compensatory time, if any, will be used in conjunction with vacation time, and must be approved by the Project Director at least three months prior to requested date of occurrence.

(6) Any vacation time not used within the parameters of these guidelines cannot be compensated for monetarily, and will be lost.

Listed below is a listing of legal holidays and the schedule of dates when they will be observed.

New Year's Day	Monday	January 1
Washington's Birthday	Monday	February 19
Patriots' Day	Monday	April 16
Memorial Day	Monday	May 28
Independence Day	Wednesday	July 4
Labor Day	Monday	September 3
Columbus Day	Monday	October 8
Veterans' Day	Monday	October 22
Thanksgiving Day	Thursday	November 22
Christmas Day	Tuesday	December 25

Formula for Determining Salaries of Instructional Staff for Fiscal Year 1974:

Using September 1972 Nashoba Valley Technical High School (NVTHS) * Scale as a reference and guide, the following formula and procedure is utilized. (FY'73)

(1) Determine step and level of individual = S

(2) Add 1/2 of NVTHS increment (1/2 x 400) for 1/2 year service

$$S + 200$$

(3) Prorate total to meet service year of Project MODEL (PM)

$$\frac{230\ \text{PM}}{184\ \text{NV}} = 1.25 \text{ factor}$$

$$S + 200 \times 1.25$$

(4) Add to this, Cost of Living increase factor, 3.5% minimum. This percent is variable within budgetary constraints, 5.5% maximum.

Developed Formula:

$$(S + 200)\ (1.25)\ (3.5\%)$$

$$(S + 200)\ (1.25)\ (1.035) = \text{Salary of individual for FY'74}$$

Maintainance Responsibilities of Mobile Education Lab

Each Teacher-Coordinator is responsible for the upkeep and repair of his unit. In order to keep repairs at a minimum, the following periodic check list should be followed:

Prior to move --

(1) Check air in all tires (see manufacturer's recommendation for proper pressure -- remember there is a difference for summer and winter).

(2) Secure all equipment against damage from shifting or falling.

(3) Check electric trailer brakes while escorting.

(4) Check running and directional lights prior to leaving an escort.

---

* This salary schedule is derived from the established "Contract Agreement --------" 1971 -72

(5) Record visible damage to unit prior to move and again at completion of move. Make arrangements for repair after notifying office.

(6) Make an inventory of stolen or damaged tools and material as a result of program. Report to the office and requisition repairs or equipment.

Once a month check --

(1) Air filter in heat exchanger.

(2) All fire extinguishers.

(3) Battery condition in alarm system.

Once a week --

(1) Carpet for stains (stains, if allowed to set, become impossible to remove).

(2) Battery, water and gas level in special equipment (if applicable)

(3) Towels, paper cups, etc.

Daily --

(1) Anti-Vandal lights

(2) Alarm system

(3) Leveling jacks

(4) Exit lights

All equipment: instructional, managerial, logistical or otherwise must be in tip-top operating condition at all times. If equipment is damaged, inoperable or malfunctioning, MODEL's office should be notified immediately as to the disposition of repairs or the necessity of replacement. Teacher-Coordinators are responsible for the "care and feeding" of their assigned unit. There is no excuse for damaged equipment that is unattended.

If equipment is damaged in transit, the office should be notified immediately so that proper procedures can be initiated for insurance claims.

Escort Vehicle Responsibilities

(1) Each escort vehicle should be equipped with appropriate flashing lights and signs provided.

(2) Carry at all times (in mobile unit) 4 emergency flares, first aid kit and proper motor vehicle identification.

(3) The escort vehicle is for other motorists' protection.

(4) Make constant use of rear view mirrors to observe potential hazards.

(5) Establish a "game plan" with the driver of the towing vehicle and set up a signalling scheme.

(6) Make sure the escort vehicle and mobile unit are going in the same route direction; go over the route before starting.

(7) On two lane roads, position escort in front. On four lane (one-way) roads, position escort in rear.

(8) Anticipate the trailer's moves -- watch for directional signals.

(9) On leaving a two lane road to continue on a four lane one-way road, do the following: enter the entrance ramp before the unit, take up a stop position at junction of entrance ramp and one-way road.

(10) At traffic circles use escort car to block incoming right angle traffic.

(11) On long moves make sure there is a full tank of fuel -- remember that the state permit calls for no stops enroute. Make personal visits prior to leaving location.

(12) Don't discharge tow vehicle until a satisfactory location has been set up.

Fire Drill Procedures

Teacher-Coordinators will include a fire drill procedure as part of pre-screening procedures. Upon arrival at a new location familiarization with both the local Police and Fire Departments phone numbers are mandatary.

Alarms and anti-vandal lights are to be operative during the evening hours.

Unauthorized Correspondence

All correspondence, originated outside of MODEL's office, should be sent over the Director's signature, indicating a copy of the correspondence to the originator. This procedure will help the Project Director to keep on top of all activities now that the mobileunits are geographically separated. This action is not to be interpreted as "policing", it is merely to insure good communicaton.

Telephone Calls - Documentation

All Staff will keep a record of documentation of all telephone calls in and out of their respective units, as well as telephone calls in and out of the office. Telephone Log Sheets are provided for this purpose.

Change in Travel Reimbursement

Please be advised that as of July 1, 1973, the following will be in effect: prorated travel allowances previously received will stop. In order to be reimbursed for travel, appropriate forms must be initiated.

Please keep a current account of mileage, tolls, etc., that are incurred over and above personal commuting time. Mileage is to be computed from Chelmsford to location via the shortest route. This should be submitted by the *first* (1st) of each month. There will be *one* check per month.

Morning Telephone Calls

To insure consistency in daily reporting times, morning phone calls will be made as soon as the Teacher-Coordinator arrives at location or as close to 9:00 a.m. as possible.

Even though the office does not officially open until 9:00 a.m., arrangements have been made to receive early incoming calls.

2.7.1 Documentation Charts and Reporting Sheets

The following shows examples of Reporting Charts and Sheets which Project MODEL uses during its operational year.

UNIT TELEPHONE LOG

Inclusive Date________ To ________

Teacher Coordinator ________

Program ________

Date	Call From		Call To		Person	Nature of Call	Disposition
	Number	City	Number	City			

Accts.: 1000-10
2000-10
2700-10
7000 (0)-10

Project MODEL

Nashoba Valley Technical High School

Mileage Report

BEST COPY AVAILABLE

Submitted by: Name Period: to Date Submitted:

DATE	MILES	TOLLS	PARKING	MEALS	DESTINATION	REASON

TOTALS ________________________________

Miles @ .10 = $ ____________________ Validated by ____________________

Meals, Tolls, etc. ____________________ Approved by ____________________

TOTAL Paid ____________________ Signature ____________________

TEACHER'S PROJECTED SCHEDULE FOR WEEK OF ____________________

Location: City ____________________

Agency ____________________

Name ____________________

Mailing Address ____________________

____

Telephone: Unit ____________________

Liaison ____________________

DATE	For Office Use Only
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Teacher-Coordinator ______________________ [illegible] ______________________

Program ______________________ Telephone No. ______________________

Period Logged ______________________ Liaison Person ______________________

Date	Agency or Inst.		Pop. S. Type	Class Attnd.	Time Called	T/C/A	Comments

TEMPORARY STAFF REPORTING FORM

Name ______________________ Place Employed ______________________

Address ______________________ Employed by ______________________

City__________ State______ Zip______ Employed as ______________________

Tel. No. __________ S.S.# __________ Reimbursement Rate ______________________

Date Started ______________________ Week Ending ______________________

Total Time ______________________ Total Reimbursement ______________________

Line Item # ______________________

MONTH ______________________

Monday		Tuesday		Wednesday		Thursday		Friday	
Date	Time	Date	Time	Date	Time	Date	Time	Date	Time

DAILY TEACHER'S REPORT

Name	Date	Starting Time	Program	Type of Students	Class Attendance	Ending Time	Comments

DIVISION OF OCCUPATIONAL EDUCATION

BUDGET FOR July 1, 19   to June 30, 19

1. BUREAU SPECIAL NEEDS	Budget Estimate ( ) Budget Revision ( ) Actual Cost ( )
2. OFFICE PROJECT MODEL	
Signature of Responsible Official 3. Everett R. Warzecha	DATE

Project Director	1000	2000	2400	2700	7000 (E)	7000 (O)
02 Salaries - Other						
03 Services - Non-employees						
05 Housekeeping Supplies & Expenses						
08 Heat and Other Plant Operation						
10 Travel and Automotive Expenses						
11 Advertising and Printing						
12 Maintenance - Repairs, Replacements and Alterations						
13 Special Supplies and Expenses						
14 Office and Administrative Expenses						
15 Equipment						
16 Rentals						
Miscellaneous						
20 Pensions, Retirement Allowances Annuities and Benefits						
TOTAL COST						
TOTAL FEDERAL FUNDS						
TOTAL STATE FUNDS						

1. Bureau

2. Office

Budget Estimate ( )
Budget Revision ( )
Actual Cost ( )

		1000	2000	2400	2700	7000 (E)	7000 (O)
02 SALARIES, OTHER	TOTAL						
Director							
Director's Secretary							
Program Coordinator							
Clerk Typist - Receptionist							
Teacher Coordinators	Sub-Total						
T-C Automotive							
T-C Vocational Evaluator							
T-C Distributive Education							
T-C Business Education							
111 Teacher Coordinator/Aides	Sub-Total						
T-C-A Reading Diagnostician							
T-C-A Distributive Education							
T-C-A Corrections							
T-C-A Spanish							
113 Salary Beyond Regular Hours	Sub-Total						
114 Emergency Employees	Sub-Total						

1. Bureau

Budget Estimate ( )
Budget Revision ( )
Actual Cost ( )

2. Office

	1000	2600	2400	2700	7000 (E)	7000 (C)
03 SERVICES - NON-EMPLOYEES TOTAL						
124 Instructors and Lecturers Sub-Total						
Consultant-- Psychiatrist						
Computer Specialist						
Teacher from NVTHS						
Curriculum Developer						
149 Other Professional Services Sub-Total						
LEA Legal Services						
PM Technical Writer						
PM Educational Researcher						
219 Other Non-Professional Services Sub-Total						
Part-time Clerical and Public						
Information Service						
06 HOUSEKEEPING SUPPLIES & EXP. TOTAL						
Voc-Eval.						
Office Housekeeping Supplies						
3 Units Housekeeping Supplies						
08 HEAT & OTHER PLANT OPERATION TOTAL						

1. Bureau

2. Office

Budget Estimate ( )
Budget Revision ( )
Actual Cost ( )

		1000	2000	2400	2700	7000 (E)	7000 (O)
10 TRAVEL & AUTO EXPENSES	TOTAL						
451 Fares, Hotel, Meals, etc.	Sub-Total						
Inter-State Travel (Director)							
2 T-C's							
4 T-C's Intra-State (Conference & Meetings)							
454 Private Auto Mileage	Sub-Total						
Intra-State Travel (Director)							
Job Placement							
T-C Reading, T-C Voc.-Eval.							
3 T-C, 3 T-A, 1 PC In-State Travel							
Gas & Oil for Truck							
11 ADVERTISING & PRINTING	TOTAL						
550 Advertising	Sub-Total						
Recruit - Students							
Recruiting Staff - Advertising & Printing							
553 Blueprints, Photostats, etc.	Sub-Total						
559 Printing and Binding	Sub-Total						
Preprinted Forms							
Brochure							
Evaluation Forms							

1. Bureau

2. Office

Budget Estimate ( )
Budget Revision ( )
Actual Cost ( )

		1000	2000	2400	2700	7000 (E)	7000 (O)
12 MAINTENANCE - REPAIRS, REPLACEMENT, ETC.	TOTAL						
601 Contract Services	Sub-Total						
Maintenance of office machines							
Maintenance of Evaluation Equip.							
Replace tapes & film strips Eval.Equip.							
Maintenance of Truck							
Maintenance of Shop Equip. Parts & Supplies							
13 SPECIAL SUPPLIES & EXPENSES	TOTAL						
Adm. Office Supplies							
Replace consumable Eval.Supplies' (Sing/Graf.)							
Materials of instruction $200/unit							
Text Books $25/unit							
Safety Equipment $50/unit							
14 OFFICE AND ADMINISTRATIVE EXPENSES	TOTAL						
681 Freight, shipping, supplies & expenses	Sub-Total						
Film, Rental & Postage $50/unit							
682 Membership Dues	Sub-Total						
American Vocational Assn.							
Correctional Assn.							
683 Official Bond Premium and Insurance	Sub-Total						
Insurance package - Office, Truck, 4 units							

1. Bureau

Budget Estimate ( )
Budget Revision ( )
Actual Cost ( )

2. Office

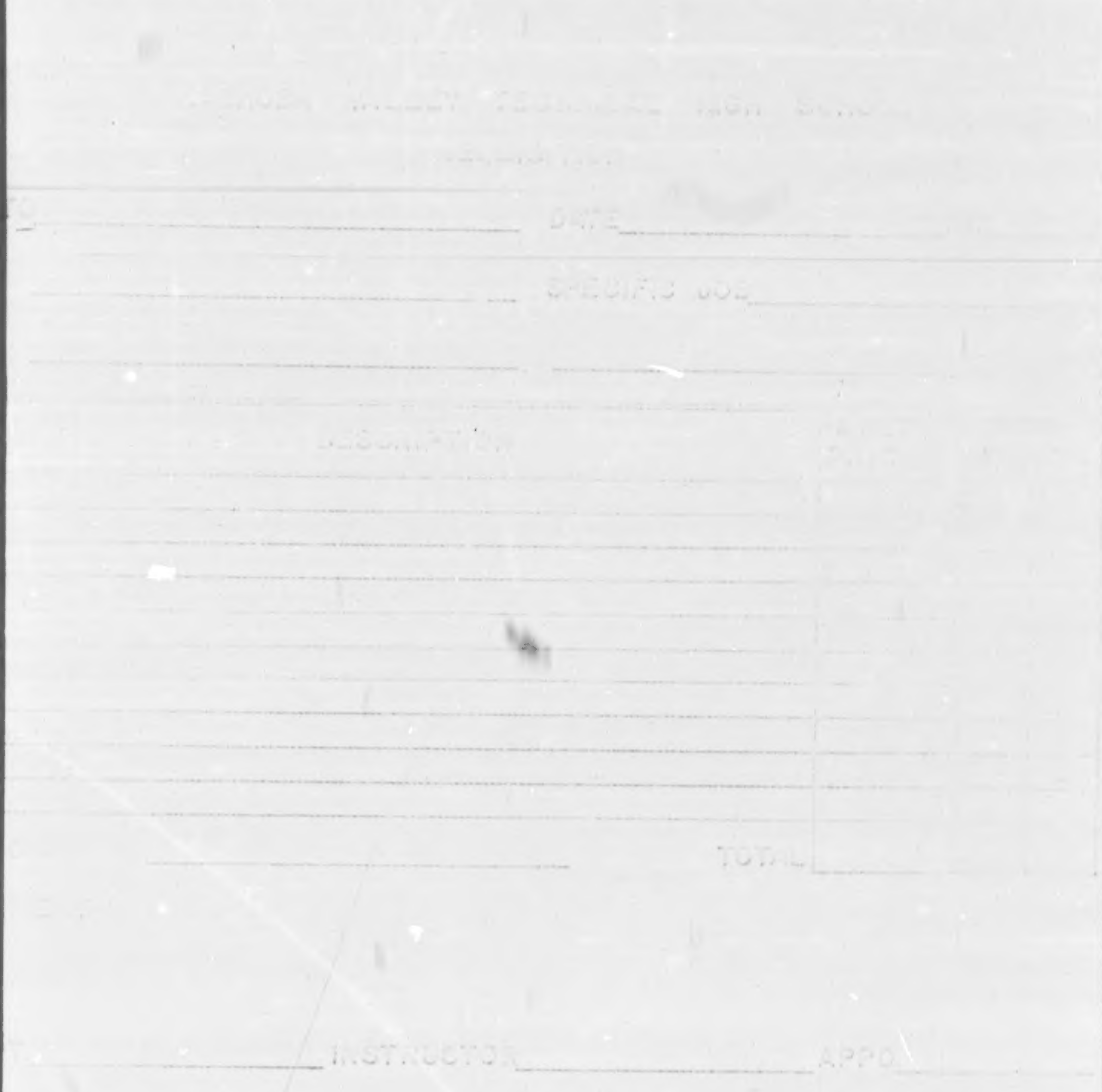
		1000	2000	2400	2700	7000 (E)	7000 (O)
684 Overtime meals and hotel	Sub-Total						
685 Postage	Sub-Total						
Administration							
686 Stationery & Office Exp.	Sub-Total						
Supplies & Materials $100/unit							
687 Telephone & Telegraph	Sub-Total						
Telephone							
Unit Telephones 4 @ $25/month							
699 Other office & Administrative Expense	Sub-Total						
LEA Bookkeeper							
LEA Treasurer & Adm. Staff Exp.							
15 EQUIPMENT	TOTAL						
729 Other Equipment	Sub-Total						
Audio Visual Equipment							

1. Bureau

2. Office

Budget Estimate ( )
Budget Revision ( )
Actual Cost ( )

		1000	2000	2400	2700	7000 (E)	7000 (O)
16 RENTALS	TOTAL						
736 Office Equipment	Sub-Total						
Copy Machines							
Water Cooler							
742 Space Rentals	Sub-Total						
New Office Facility -- 1325 sq. ft.							
@ $5.60							
749 Other Rentals	Sub-Total						
Misc. Machinery							
Computer Programs							
Computer Time							
Key Punch							
20 PENSIONS, RETIREMENT ALLOWANCES, ANNUITIES & BENEFITS	TOTAL						
T-C Reading Diagnostician							
T-C Voc-Eval.							
3 T-C-A Workman's Comp.							
3 T-C Life Insurance							
1 P-C							
2 Clerical Blue Cross-Blue Shield							
1 Director							
Miscellaneous	Sub-Total						
Surplus Equip. & Supplies							
Graduation Exercises & Supplies							



[illegible] HIGH SCHOOL

[illegible]

DATE

SPECIFIC JOB

DESCRIPTION

TOTAL

INSTRUCTOR

APPD

Requisition Form

	DATE	TIME	PLACE	TELEPHONE	CONTACT NAME	PURPOSE
UPERVISOR'S SCHEDULE	MON.	A.M.				
		P.M.				
		EVE.				
	TUES.	A.M.				
Week of		P.M.				
		EVE.				
Supervisor	WED.	A.M.				
		P.M.				
		EVE.				
pproved by ureau Chief	THUR.	A.M.				
		P.M.				
		EVE.				
Associate Commissioner	FRI.	A.M.				
		P.M.				
		EVE.				
	SAT.	A.M.				
		P.M.				
		EVE.				

Supervisors' Weekly Work Schedule

CLIENT

ame________________________ Age________

ddress________________________________

ity______________ State________ Zip________

____

RECEIVING AGENCY

ame________________________________

ddress________________________________

ity______________ State________ Zip________

iaison Contact________________________

elephone No.________________________

omments:

FOR OFFICE USE ONLY

Population		Code
Mentally Retarded		
Physically Handicapped		
Prisoner/ Ex-offender		
Disadvantaged		
Migrant		
Other		
Certificate	Yes	No
Placed	Yes	No

Employer

Name________________________________

Address______________________________

____

Student Record Card

[illegible]

Mobile Occupational Development Education Laboratories 173 Chelmsford St. Chelmsford Mass. 01824 Tel. 256-9[illegible]

SUBJECT

DATE

FOLD

MESSAGE

To:

SIGNED

REPLY

SIGNED

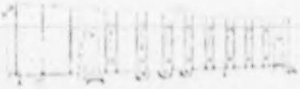
DATE OF REPLY

RECIPIENT COPY

BEST COPY AVAILABLE

120

Commonwealth of Massachusetts



Mobile Occupational Development Education Laboratories

173 CHELMSFORD ST.
CHELMSFORD, MASS. 01824
256-9551

MEMORANDUM FROM THE DESK OF:
EVERETT R. WARZECHA
PROJECT DIRECTOR

____
DATE

120

TO: ________________________________

PLEASE

☐ PREPARE A REPLY FOR ME TO SIGN AND RETURN WITH THIS LETTER AND CARBON COPY, BY ____________________.

☐ PREPARE SUGGESTIONS FOR A REPLY AND RETURN TO ME WITH THIS MATERIAL BY ____________________.

☐ ANSWER THIS LETTER AND KEEP IT IN YOUR FILES BUT SEND A COPY OF YOUR REPLY TO ME BY ____________________.

☐ ANSWER THIS LETTER AND KEEP A COPY OF IT FOR YOUR FILES.

☐ READ, COMMENT, AND RETURN BY ____________________.

☐ TAKE OVER AND COMPLETE BY ____________________.

☐ READ AND RETURN.

☐ NOTE. FOR YOUR INFORMATION.
(NEED NOT BE RETURNED)

☐ SEE ME ABOUT THIS PROBLEM AT YOUR CONVENIENCE BY ____________________.

REMARKS:

____

____

____

ORIGINATOR'S COPY

2.8 Activity Charts of Administrative Activities

This section contains planning documents which cover the period of April, 1972 to July, 1972 (in retrospect) and Fiscal Year July 1, 1972 to June 30, 1973. The 1974 Fiscal Year projection appears in Section 3.5 of this Report. The contents are as follows:

(1) Summary accounting by subsidiary account numbers

(2) Milestone charts of objectives and activities

(3) Documentation on administrative activities not discussed elsewhere in Annual Report

For FY'73

BUREAU Special Needs DIVISION Occupational Education

Project MODEL

Program Name and Service

An experimental delivery system comprised of 4 mobile laboratories to test the effectiveness and feasibility of Vocational Diagnosis and occupational education programs for Handicapped and Disadvantaged populations. The goal of this program is to develop proposals for the initiation and conduct of feasible programs by receiving agencies representing these populations.

Code Number

Subsidiary	01	02	03	04	05	06	07	08	09	10
State										
Federal		72,824	9,604			800				11,557
Subsidiary	11	12	13	14	15	16	17	20		
State										
Federal	2,100	2,018	5,663	17,884	38,273	3,271		2,392		

Total Federal
$166,384

Funding

For Administration:

Total State -0-
Total Federal 67,197
Program Total 67,197

For Disbursement:

Total State -0-
Total Federal 99,187
Program Total 99,187

Personnel

Current Total Professional 6
Current Total Clerical 5

Professional (Authorized) 5
Clerical (Authorized) 6

Professional (Borrowed)
Clerical (Borrowed)

Bureau Approval

Division Approval

Milestone Report
In-Service Year 1973
April 72 - June 73

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Division:	Occupational Education															
Program:	Project MODEL #D18873	FY'72			FY'73											
					Months											
Number	Program Objectives and Activities	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J
Hire Project Director	State Department Activity															
1.0	Track History of Project	Δ	—	Δ												
1.1	Familiarization of the organization and procedures of personnel within the State Dept. of Education - Division of Occupational Education															
1.2	Review past correspondence and follow-up															
1.3	Review and stabilize budget															
1.4	Draft proposals for budget revision															
1.5	Check logistics of similar programs in other states															
2.0	Establish Headquarters for Management of Project	Δ	—	—	Δ											
2.1	Perform interviews sith Superintendent-Directors of prospective LEAs															
2.2	Select cooperating LEA															
2.3	Check legal ramifications															
2.4	Institute transfer of Federal Grant															
2.5	Establish office operations															
2.6	Recruit and hire secretary															
3.0	Arrange Delivery of Constructed Mobile Units				Δ	—	Δ									
3.1	Make final construction changes; i.e., ramps, live engine, etc.															
3.2	Clear legal and insurance requirements															
3.3	Inspect units prior to delivery															
3.4	Receive 4 mobile units at N.V.T.H.S.															

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Milestone Report
In-Service Year 1973
April 72 – June 73

Division: Occupational Education

Program: Project MODEL #D18873

Number		Program Objectives and Activities	FY'72			FY'73					Months						
			A	M	J	J	A	S	O	N	D	J	F	M	A	M	J
4.0		Develop Criterion and Documents for Hiring Staff			△				△								
	4.1	Develop preliminary brochure information on program for in-house dissemination and communication															
	4.2	Develop philosophy, operation and content for recruitment purposes															
	4.3	Develop job descriptions for T/C recruitment (see Annual Report, Section 2.5)															
5.0		Establish Instructional & Management Guidelines				△											
	5.1	Plan advisory body															
	5.2	Recruit and select a steering committee to represent the 4 segments of the populations to be served															
	5.3	Set date and conduct meeting (Results of meeting & list of members follows in Section 2.8.1)															
6.0		Recruit and hire instructional staff & administrative support personnel				△				△							
	6.1	Recruit and hire project coordinator															
	6.2	Recruit and hire 4 teacher/coordinators															
	6.3	Begin certification procedures															
	6.4	Report on recruitment procedures and results (see Annual Report, Section 2.8.2)															

Milestone Report
In-Service Year 1973
April 72 - June 73

Division: Occupational Education

Program: Project MODEL #D18873

Number	Program Objectives and Activities	FY'72			FY'73				Months						
		A	M	J	J	A	S	O	N	D	J	F	M	A	M J
7.0	Set up and conduct in-service training with State of N.J.'s on-going program in mobile education			△	—	—	—	—	△						
7.1	Initiate and expedite correspondence between Mass. Commissioner of Ed. and N.J. Commissioner of Ed.														
7.2	Coordinate schedule of N.J. mobile Voc. Ed. Units with Mass. Project MODEL														
7.3	Expedite travel, program itinerary, schedule and expenses for MA teaching staff for 5 days of in-service training in N.J.														
8.0	Tool-up 4 mobile units and individual programs of instruction						△	—	—	△					
8.1	Develop instructional strategy involving state, local & civic business and industrial agencies														
8.2	In-service seminars conducted by Project Director to initiate curriculum development, try and test instructional equipment, correct malfunctions, take inventory and report on "Shake down"														
8.3	Meet with Project CAREER to initiate curriculum inputs & establish rapport for sharing information & experiences														
9.0	Conduct information, dissemination and public relations						△	—	—	—	—	△			
9.1	Maintain low visibility profile until official launch date is established. Preferably, the Governor's Conference on Education														

Milestone Report
In-Service Year 1973
April 72 - June 73

Division: Occupational Education

Program:	Project MODEL #DI8873	FY'72			FY'73				Months						
Number	Program Objectives and Activities	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J
9.2	Joint progress report with Project CAREER(see Annual Report, Section 2.8.3)															
9.3	Develop brochure															
9.4	Develop criterion for Recipient Agency selection (see SURGE)*															
9.5	Develop application forms and application procedures															
10.0	Research logistics of operating and transporting mobile classrooms				△	—	—	—	△							
10.1	Establish communications with State Agencies in Dept. of Public Safety, Dept. of Ed., Legal Office, Dept. of Transportation															
10.2	Research requirements and regulations pertaining to mobile school build-up & transportation thereof															
10.3	Determine cost factors using private or commercial movers															
10.4	Expedite insurance and vehicle registrations															
10.5	Obtain blanket permits from Dept. of Transportation															
11.0	Conduct in-house, in-service pilot program with samples of anticipated populations							△	—	—	△					
11.1	Contact agencies representing 4 sample populations															
11.2	Select sample pilot population															
11.3	Arrange transportation and feeding of students															
11.4	Conclude 3 week pilot and discuss results in-house with staff															
11.5	Share results of pilot with advisors and cooperating agencies															
11.6	Hire consultants to conduct in-service seminars to strengthen void and apparent weaknesses in instruction															
11.7	Plan for mobile in-service program															

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* Suggested Utilization of Resources and Guide for Expenditures, Bureau of Adult, Vocation and Technical Education, U.S. Office of Education, February 1970.

Milestone Report
In-Service Year 1973
April 72 - June 73

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Division:	Occupational Education																
Program:	Project MODEL #D18873	FY'72			FY'73			Months									
Number	Program Objectives and Activities	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	
12.0	Begin experimental mobile in-service program to coordinate logistics in transporting units and delivery of instructional program										△						
12.1	Select populations having little or no experience by PM staff																
12.2	Begin disbursement of ready units and staff for on-site, in-service training in corrections																
12.3	Deploy units as ready (see Milestone chart of mobile unit activities in Section 2.9 of Annual Report)																
12.4	Develop & refine curriculum to suit needs of population being served																
12.5	Report progress and evaluate activities: screening, program, staff, population placement, etc.																
12.6	Status report on staff certification																
12.7	Establish program guidelines (experimental parameters) on each unit and program																
12.8	Develop and print certificates of achievement and participation for student populations																
12.9	Conduct first formal graduation for one complete program in corrections																
13.0	Develop first operational year schedule to test program parameters										△						
13.1	Print brochure & applications																
13.2	Develop mailing list																
13.3	Mail brochures (1700)																
13.4	Receive requests for and comply to with applications																
13.5	Establish deadline for receiving applications																

Milestone Report
In-Service Year 1973
April 72 - June 73

Division:	Occupational Education														
Program:	Project MODEL #D18873	FY'72			FY'73		Months								
Number	Program Objectives and Activities	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J
13.6	Follow-up individual responses															
13.7	Decode, tabulate and score applications															
13.8	Establish first year itinerary															
13.9	Notify institutions and agencies of awards															
13.10	Establish liaison and contact with first 4 receiving agencies															
13.11	Make ready all support services and cooperating agencies															
13.12	Begin FY'74 operational year															
14.0	Prepare Annual Report															
14.1	Gather data															
14.2	Propose plan for following operational year															
14.3	Develop budget															
14.4	Devise time frame															
14.5	Submit in complete form to Division of Occupation Education and LEA Superintendent Director															
14.6	Revise and condense for popular version															
14.7	Print and disseminate															

2.8.1 Advisory Council for Project Model

A member of the Advisory Committee will be selected for his vital concern in the improvement and delivery of the instructional process as it mediates the identification and teaching of educational skills and knowledges and makes them relevant to the world-of-work. The committee member will assist in the development and maintenance of the project by providing the vital information for a keener communication link between the project staff, the world-of-work, and the cooperating educational and civic agencies. He must be willing to attend regularly scheduled meetings to lend advice, counsel, and occasional necessary resources to help achieve a purposeful and positive momentum toward the project's objectives. Members will be appointed for one-year terms and will serve without pay or expense reimbursement.

Duties and Responsibilities:

(1) Determine character traits and specific qualifications necessary in the project's teaching staff and assist in identifying potential sources for recruitment.

(2) Identify target populations and assist in the selection process.

(3) Facilitate identification of employment opportunities and recommend community contact for placement of "graduates".

(4) Help devise specific strategies for creating working relationships between the project and all cooperating agencies.

(5) Help in the design of strategies which will result in the promulgation of the project to community agencies, institutions, local industries, unions and the general public.

STEERING COMMITTEE MEMBERS

Mr. Vincent Asaro
Senior Supervisor in Education
Massachusetts Rehabilitation Commission

Commissioner John O. Boone
Department of Correction

Dr. Charles H. Buzzell
Associate Commissioner
Division of Occupational Education
The Commonwealth of Massachusetts

Mr. John G. Bynoe
Regional Civil Rights Director, Boston

Mr. Lewis E. Gilbert
Executive Assistant
Massachusetts Division of Employment
Security

Mr. Fred Gonzales
New England Farm Workers Council, Inc.

Mr. Eugene Jones
Digital Corporation, Maynard

Mr. John F. Jones
Consumer Consultant
Department of Health, Education,
and Welfare

Mr. Thomas Laffonatis
Superintendent/Director
Nashoba Valley Technical High School

The Reverend Wesley G. Price
Executive Director
The Protestant Guild for the Blind, Inc.

Father Eugene Sullivan
Associate Superintendent
Archdiocese of Boston
Department of Education

Mobile Occupational Development Education Laboratories

190 LITTLETON ROAD WESTFORD, MASS. 01886 (617) 692-2

DR. EVERETT R. WARZECHA DIRECTOR

September 20, 1972

To: Members of the Steering Committee

Because of the inability of some of the Committee Members to attend the first council meeting, we reluctantly had to cancel the meeting which was scheduled for August 31, 1972.

Please note that for internal departmental clarification, the title of this committee will be changed from "Advisory Council" to STEERING COMMITTEE. One of the functions of the Steering Committee will be to make recommendations for the Advisory Committee as proposed.

I am enclosing an agenda for the next meeting to be held on Thursday, October 5, 1972 at 2:00 p.m. in the Deputy Commissioner's Conference Room, located on the 12th Floor of the Department of Education at 182 Tremont Street, Boston.

Please advise my office no later than October 2nd whether you will or will not be able to attend the Steering Committee Meeting. I am looking forward to a fruitful working relationship with you in what I consider a very dynamic and potentially alternative delivery system of occupational education for disenfranchised segments of the populations.

Sincerely yours,

Everett R. Warzecha, Ed.D.
Director, Project MODEL

ERW/fh

Enc.

Minutes of Project MODEL's Steering Committee Meeting – Number I

The first meeting of the Project MODEL (Mobile Occupational Development Education Laboratories) Steering Committee was held on Thursday, October 5, 1972, at 2:00 p.m., in the Deputy Commissioner's Conference Room located at the Department of Education, 182 Tremont Street, Boston, Mass. The following is a list of Members invited to attend:

Present	Absent
Sister E. Faragher	Comm. John O. Boone
Mr. L.E. Gibert	Dr. C.H. Buzzell (ex-officio)
Mr. J.F. Jones	Mr. J.G. Bynoe
Mr. T. Laftonaris	
Rev. W.G. Price	

Dr. Everett R. Warzecha, Director of Project MODEL (PM) opened the meeting with a brief description of the Project's aims and goals and the types of populations it intends to serve. The purpose of this project is to provide an alternative delivery system of career development to handicapped and disadvantaged populations under the authority of the Division of Occupational Education. The program is directed towards four major segments of this population which are public and private institutions for the physically handicapped, public and private institutions for the mentally handicapped, correctional institutions, and community agencies representing ethnic and cultural minorities. The ultimate goal of this alternative delivery system is to provide a connecting link between the disenfranchised populations and the existing educational establishment. The immediate impact of this program will be to provide job entry-level skills for placement in available jobs, suitable to the needs and abilities of the individuals involved. The fleet of four mobile laboratories include Vocational Evaluation and Programmed Reading Instruction, Business Office Machines and Automated Typing, Merchandising and Distributive

Occupations, and Small Engine Repair and Automotive Tune-Up. With these types of programs for preparation for employment, the project will provide hands-on experience, training evaluation and employment orientation to a variety of occupations.

Rev. Price asked if PM was tied in with Project CAREER. It was explained that there is a definite relationship between the two projects since Project CAREER deals with identifying specific marketable behaviors which will be incorporated directly into the curriculum and instructional strategy of PM's programs. Mr. Jones asked if PM was a federally funded project. Dr. Warzecha stated that PM is indeed a federally funded project under P.L. 90-576.

To further describe the concept of delivering career development through PM, a 12-minute Film entitled "Mobility - Concept for Change in Career Education" which demonstrates New Jersey's program, was shown. Following the film, Dr. Warzecha informed the committee of the difficulty in finding the type of qualified teachers needed in catering to the variety of populations which are intended to be served. He presented a matrix indicating the qualifications and types of teachers that will be needed including their areas of specialty, certification requirements and other pertinent information. Reporting on the present progress of recruitment: Of the 100 or more applicants who responded to advertisements, it was noted that only two were Spanish speaking and one additional one was black.

At this point, the discussion centered around the role of the Steering Committee. Dr. Warzecha indicated that one of the prime purposes of the Steering Committee was to suggest individuals who would have state-wide visibility in acting in an advisory capacity to the administration of PM in identifying resource people, liaison people in the communities throughout the Commonwealth. Another role that the Steering Committee would play through its Advisory Committee would be to recommend teachers specifically needed at this point in time, i.e., a Spanish-speaking vocational guidance counselor and teacher aides to assist and complement the teacher/coordinators in the instructional process. Mr. Jones indicated that he understood the problem. The discussion then centered upon the instructional strategy presented by Dr. Warzecha indicating the role that the Advisory Committee would play in identifying local liaison persons and job placement of individuals beyond the point of training which include follow-up and evaluation. The discussion which followed dealt with degree requirements for teacher/coordinators, certification requirements, authorization for hiring aides for local assistance and eliciting suggestions from individuals for persons who they felt would be qualified to act as vocational guidance counselor and teacher aides. Planning and involvement of community agencies on the ground level was also suggested. Curriculum inputs were also discussed, items of concern to several members of the committee centered around considering a stipend for instructional purposes, age and grade level of students to be serviced, target areas, application process and brochure, and the cooperation of the Advisory Committee as mid-management body to assist in the logistics of the program. Several committee members agreed to help look for teacher possibilities, requested additional information and have asked to be contacted in the future. Prior to adjournment, the Committee Members asked to recommend an individual representing their institution or agency to be considered as a member of the PM Advisory Committee. The Advisory Committee member will be appointed for a one-year period with no remuneration except for travel reimbursement.

No date was set for a continued meeting of the Steering Committee. The meeting was adjourned at 3:40 p.m. Members of the Steering Committee will be contacted personally based on the need to communicate.

Respectfully submitted,

Frances J. Hall
Administrative Secretary
11-1-72

Mobile Occupational Development Education Laboratories

[illegible] LITTLETON ROAD WESTFORD, MASS. 01886 [illegible]

DR. EVERETT R. WARZECHA DIRECTOR

January 31, 1973

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TO: Mr. Vincent Asaro
Commissioner John G. Boone
Dr. Charles H. Buzzell
Mr. Lewis E. Gilbert
Mr. Fred R. Gonzales
Mr. Eugene Jones
Mr. Thomas Laflonatis
Rev. Wesley G. Price

Gentlemen:

Your interest in Project MODEL has resulted in my desire to solicit your help in an advisory capacity as a reviewer of an application (work copy enclosed) for services for the first year of formal operation of the project.

The application form will be used as an objective evaluating device for the allocation of resources on a fair and equitable basis. I am also asking other interested persons, like yourself, who represent the cross-section of disenfranchised segments of the population with whom we will deal, to react to the inclusiveness of content of the application form.

Please feel free to modify, delete, or add any statements on the form. These modifications will be taken into consideration upon revision. I regret that the printed brochure describing the project is not yet available for your perusal. The brochure will introduce the application procedure to the population to be served. Basically, the application procedure and time schedule will be as follows:

In process	Develop mailing lists
February 15, 1973	Mass mailing of descriptive brochure to all identifiable public and private institutions and agencies (representing the physically handicapped, mentally handicapped, correctional institutions, and community agencies sponsoring cultural and ethnic minorities) soliciting requests for applications.

To: See Distribution

January 31, 1973

February 20, 1973	Mail applications in response to requests
March 30, 1973	Deadline for application return
March 30 to April 15, 1973	Individual responses and follow up
April 15 to May 15, 1973	Decode, tabulate and computer score application
May 15, 1973	Establish operating schedule for FY'74 (July 1, 1973 to June 30, 1974)
June 1, 1973	Notify Institutions of award of services
June 15, 1973	Establish liaison and visits with first four recipients.

Project MODEL's resources will not be at rest in the meanwhile. During the interim period between now and July 1973, a low visibility, in-service training program is in process. A "shakedown cruise", testing equipment, evaluation programs, and dealing with problems associated with programming, curricula and logistics of moving are being expedited. More importantly, this experimental period will allow flexibility for strengthening the effectiveness and efficiency of the teaching staff in programs with regard to segments of the population with whom we have had limited exposure, i.e., correctional institutions.

Your inputs relative to the population whom you serve will be greatly appreciated. If you can provide me with an up-to-date list of contact personnel in institutions and agencies with corresponding addresses, this will help to insure an equal opportunity for all such agencies to apply for Project MODEL's services.

I would appreciate your response prior to February 10 so that we may begin a revision of the form and develop mailing lists for our brochure.

Please feel free to call me should you have further questions regarding this correspondence.

Sincerely yours,

Everett R. Warzecha
Director, Project MODEL

ERW/fh
Enc.

2.3.2 TEACHER RECRUITMENT REPORT – Through Press, Radio Announcements, and Individual Referrals

Seventy-four applicants responded to radio, newspaper advertisements, employment agencies, and personal contacts. Of the 74, one was black, two were Spanish speaking and one was culturally Spanish. Twenty-five candidates were invited for interviews; 13 accepted the invitation, and 5 were selected and hired.

PRESS

July 16, 1972	New York Times Worcester Telegram & Gazette Springfield Union News Republican Boston Globe
July 17, 1972	Springfield Star (Black) Piedmont-Worcester Free Press (Minority)
July 23, 1972	Lowell Sun
September 17, 1972	The Miami Herald

RADIO

July 21, 1972	Station WCOP (Spot Announcements) Station WILD (Black) 2 week period
July 28, 1972	Spanish Radio Station (re Clodomiro Cabanas) (morning and Evening)

INDIVIDUALS CONTACTED (for Teacher Referrals)

July 12, 1972	Dr. Benjamin V. P. Verdile Camden County, Vocational & Technical Schools Sickerville, N. J.
	Professor B. Shapiro, Director, Curr. Lab. Rutgers University, New Brunswick, N. J.
	Dr. Raymond Ross, Prof. Ind. Tech. New Britain, Conn.

July 13, 1972	Mr. Karl Juelch, Assistant V.P., Burr D. Coe Vocational Tech. School, East Brunswick, N.J. Mr. Theodore Gershon, Ass't Dir. Spec. Education Burlington County, Voc. Tech. School, Mt. Holly, NJ Dr. James Swalm, Piscataway, N.J. Dolores Marcucci - Hispanic Office of Planning & Evaluation, Boston Mr. Conrad Fleites, South End Skill Center
July 14, 1972	Mr. Raymond Coughlin, Waterbury, Ct. Joe Ahern - Educational Skill Center John O'Bryant - DIMOCK Armando Martinez - PUENTE
July 28, 1972	Dr. John F. Nevins, Director-Occupational Education Program, Westfield State College Dr. Lawrence A. Ovian, Director of Field Services - Fitchburg State College Dr. Thomas Dungan, Director, Program of Continuing Studies - Boston State College Bulletin from Placement Division in State Education
August 10, 1972	Memo to Bureau Chiefs to elicit support for sources for capable teachers
September 12, 1972	Reed Teachers Agency, Mary C. Toon
September 13, 1972	Mr. James R. Westall, Superintendent-Director Northern Berkshire Voc. Reg. School District, North Adams, Mass. Mr. Carleton E. Kenerson, Acting Superintendent-Director, Northeast Metropolitan Regional Vocational School District, Wakefield, Mass.

September 22, 1972	Dr. Albert Pautler, Associate Professor, State University of New York at Buffalo, Buffalo, N.Y.
October 4, 1972	Mrs. Mary A. Garratt, Director -- Garratt Teachers' Agency, Portsmouth, N. H.

Synopsis of Teacher Recruitment

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Applicant	Guidance	Distributive Occ.	Business & Office	Sm. Engine Repair	Reading Aide	Degree B.S.	Degree M.A.	Certification	Language Cult.	Language Fluency	Minority	Media Method of Recruiting	Interview Invitation Acc.	Interview Invitation Rej.	Physically Handicapped	Mentally Handicapped	Disadvantaged	Correctional Institutions	Remarks
Alavosius,B.					X	X	I.P.					Globe	X				X		
Barnett,R.														X					Accepted other employment
Beauchemis,R.				X				X				Lowell Sun	X				X		
Bouchard,M.	X					X	X					Refer. J.D.	X				X	X	
Carr,J.													X						
Colucci,R.														X					Accepted other employment
Drobnis,R.														X					Requested consideration for next y
Ewing,J.														X					No response
Freedman,L.														X					Accepted other employment
Hancock,K.														X					No response
Jeffus,L.				X		X	I.P.					Refer. J.D.	X		X	X	X	X	Accepted employment offer
Kenny,L.														X					Accepted other employment
Leuci,W.														X					No response
Marshall,D.			X					X			Black	Ref. Rutgers	X				X		Maximum salary $10,500
Mellet,P.			X			X						J. Roberts	X				X		Accepted employment offer
Pelkey,R.														X					Qualifications do not match p
Perkins,P.	X											Ref. J.D.	X		X	X	X	X	
Philipp,W.	X									X		M. Ringawa	X						Accepted employment offer
Ringawa,M.	X					X	X			X		C. Cabanas	X				X	X	
Rose,K.														X					Accepted other employment
Stanzler,H.														X					Accepted other employment
Tsakis,M.														X					No response
Meenan,L.	X					X	X					S. Rotman	X		X	X	X		
Osgood,L.	X					X					Black	J. O'Bryant	X				X		Accepted employment offer
Burnham,D.		X						X				M.Erickson	X						Accepted employment offer

Note: I.P. indicated In Program

2.6.3 MINUTES - JOINT PROGRESS REPORT -- Project CAREER - Project MODEL -- September 6, 1972

The meeting was brought to order by Dr. Warzecha who introduced Mr. Thomas Lafionatis, the host for the joint presentation. Mr. Lafionatis opened the meeting by welcoming the group and introducing Mr. Percy O. Daley, Jr., Chairman of the Nashoba Valley Technical High School District School Committee. He then turned the meeting over to Dr. Charles Buzzell who began by noting that it had become obvious that, if we want to move occupational education forward in the Commonwealth, a new mechanism, not within the department, would have to be devised. This has been accomplished through the Local Educational Agencies (LEAs) with Projects CAREER, CEDIS, MISOE, and MODEL which are ad hoc activities outside of the direct supervision of the division designed for a short period of time. When these projects terminate, the best of each will be incorporated into the division. Dr. Buzzell advised the supervisors to observe what will be the most helpful to their specific areas.

Dr. Buzzell explained that Project CAREER (Computer Assisted Research for Educational Relevance) deals with the analysis of specific occupations into their marketable behaviors. Project MODEL (Mobile Occupational Development Education Laboratories) is comprised of four mobile units, three of which are temporarily housed at Nashoba, designed to reach the disenfranchised populations which are presently excluded from the educational establishment and must be connected back into it. He noted that some of the material from Project CAREER will be incorporated into the mobile labs, therefore, providing an additional testing ground for data from Project CAREER. Dr. Buzzell pointed out that the mobile labs are experimental in nature to assess whether or not the system can provide this need for disenfranchised groups. He explained that the purpose of MISOE (Management Information System for Occupational Education) is to analyze the results of a training program, make judgments for future alternatives and make predictions of which alternative will be most beneficial to society. Regarding CEDIS (Career Education Document Information System), he noted that this is a project of dissemination responsibility, since the finest systems are of no benefit if they do not reach the practitioners, i.e., the teachers. In summarizing, Dr. Buzzell noted that there is a real danger in placing activities such as these projects outside of the division, since the division has the tendency to disassociate itself. Therefore, it is important to have the projects engage in their activities but still be tied back to the total system. Dr. Buzzell thanked the secretarial staff, noting how much the division relies on them and stressed the importance of their being as knowledgeable as possible in order to function efficiently.

After a brief coffee break, Dr. Buzzell introduced Dr. Clifford Easton, Director of Project CAREER, who began his presentation by stating that career education is education for all segments of the population. He noted that Project CAREER has added a number of components, one being the guidance component administered by Mr. Roger Ritch and the other, a handicapped component administered by Mr. Sumner Rotman. Dr. Easton went on to explain that the development and validation of behavorial objectives is the common denominator of all the components of Project CAREER.

At this time, Dr. Easton presented a slide presentation describing "Project CAREER in motion." After the tape-slide presentation of Project CAREER, Dr. Buzzell stated that the division has considerable pride in Project CAREER and the materials being developed by its staff. Dr. Easton stated that it has been his experience that to write behavorial objectives is a most difficult task. Instead of asking teachers to invent them, Project CAREER has developed the means for training teachers to convert various types of curriculum materials into well-stated behavorial objectives. After collecting or converting behavorial objectives they are submitted to appropriate occupational incumbents for validation. Dr. Easton briefly described the validation procedure and the process for extending the behavorial objectives into four additional columns on what has become known as the User's Format. These columns will include information on prerequisite learnings, component tasks, environments, and concepts related to that specific behavorial objective.

At this time, Dr. Easton entertained questions from the participants and offered hand-out information material describing "Project CAREER in Motion."

Dr. Buzzell then introduced Dr. Warzecha, Director of Project MODEL, who began by noting that the concept of this project is a mobile system for delivering career development to four segments of the handicapped and disadvantaged population; i.e., mentally handicapped and physically handicapped, incarcerated youth (and adults) and minority groups (urban populations). Dr. Warzecha prefaced his presentation by commenting that his progress report will cover the present, near future and long range goals for the project and will also include a tour of three units; Evaluation and Reading, Distributive Education and Office Education; he further indicated that the fourth and final Automotive unit was due to arrive at a later date. Dr. Warzecha took this time to introduce his Administrative Secretary, Mrs. Frances Hall, and also Mr. Henry Haroian, Director of Project CEDIS.

Dr. Warzecha explained the history of Project MODEL noting that he had the privilege of spending three months at the Division of Occupational Education and added that the initial steps included organizing the LEA, arranging for delivery of units and expediting fiscal matters; he went on to thank Nashoba Valley Technical High School for its aid in some of these initial steps. Dr. Warzecha went on to note that Mrs. Hall joined the organization in July with teacher recruitment beginning in mid-July. Regarding the teaching staff, he added that a special person is needed to serve the needs of a variety of populations and noted that he has not been too successful as yet, even though the positions have been advertised in Black and Spanish speaking radio stations, newspapers, colleges, placement services, the Division of Occupational Education, etc.

Dr. Warzecha went on to note that of the 74 applicants who responded 20 have been invited for interviews beginning on September 18; also, included in the 74 responses were only one Black and 3 Spanish speaking (including one culturally Spanish) individuals. He explained that arrangements for in-service training for teachers have been made through Commissioner Sullivan and Commissioner Marburger of New Jersey to enable the teaching staff to receive an in-depth training in their units and become aware of the needs of the populations which they will reach.

The group was informed that a steering committee has been established with a meeting arranged for August 31; however, due to difficulty with scheduling during the vacation period, the meeting was canceled and rescheduled for October 5.

Dr. Warzecha stated that Mr. John Donovan who has set up a mobile vocational evaluation unit in New Hampshire and comes to the Project from Crotched Mountain Rehabilitation Center will join the program as Project Coordinator on September 18.

Regarding scheduling, Dr. Warzecha explained that the target launch date of December 1 has been set with the hope that all four instructors will be hired before October 1. A check of all units and equipment will be made and a pilot program, using available students, will be performed. He noted that brochures and application forms are being prepared with the

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applications designed so that they can be computer scored to eliminate human error. After the data are analyzed from the applications, a schedule will be determined for the remainder of the 1973 operational year.

Dr. Warzecha welcomed questions from the audience at the conclusion of his report. Before closing, an announcement was made regarding a joint report of MISOE and CEDIS to be held at a later date, confirmation forthcoming.

The meeting was adjourned with a tour and discussion of the mobile units following the luncheon.

Respectfully submitted,

Everett R. Warzecha

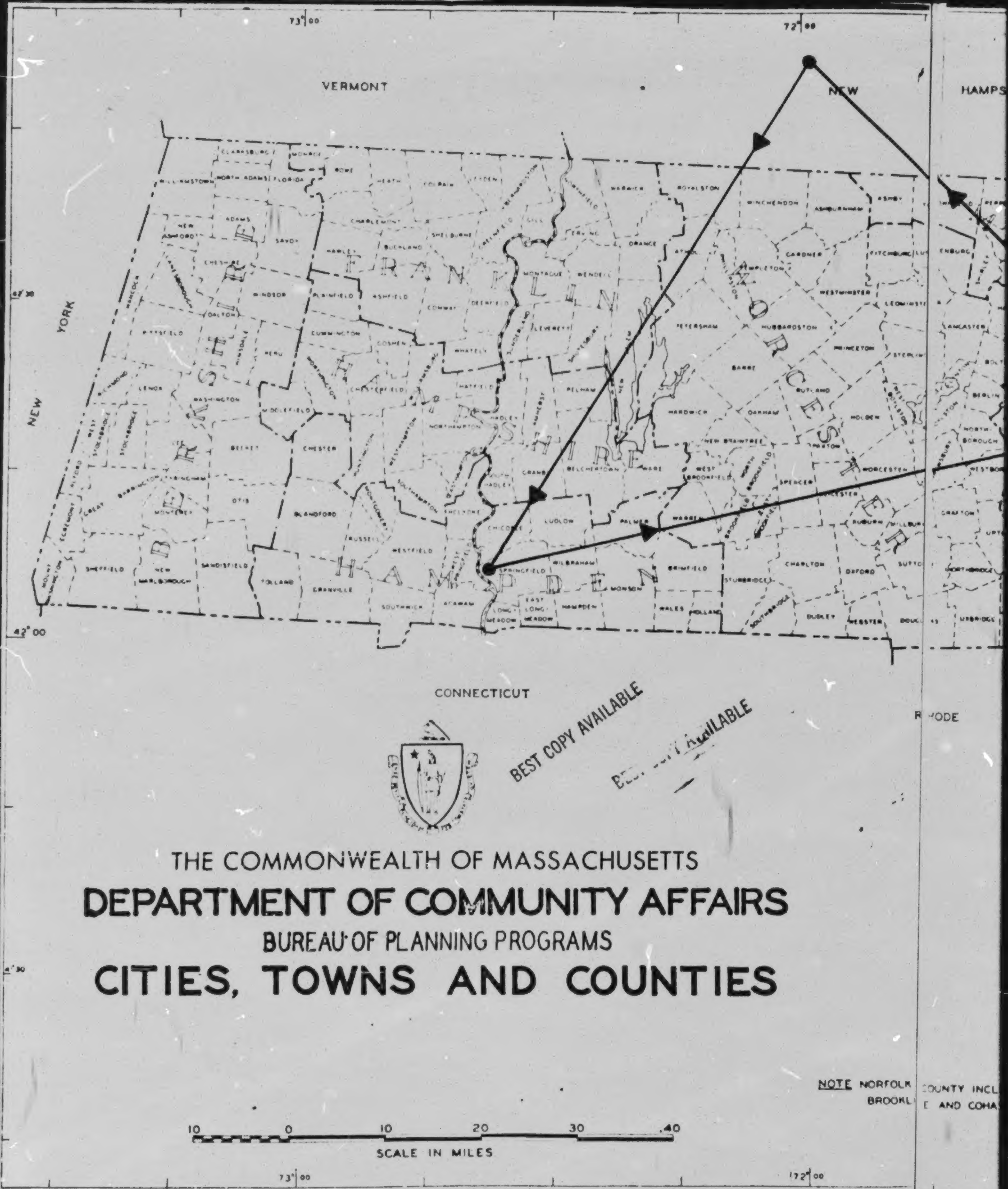
2.9 TIMETABLE OF ACTIVITIES FOR THE MOBILE UNITS

This section contains a synoptic picture of MODEL's mobile unit locations throughout the State of Massachusetts.

Each mobile unit's progression of activities is broken down by a gantt chart and a state map of locations.

2.9.1 TIMETABLE OF ACTIVITIES FOR AUTOMOTIVE UNIT

LOCATION	Nov. 72 8 16 22	Dec. 72 8 16 22	Jan. 73 8 16 22	Feb. 73 8 16 22	Mar. 73 8 16 22	Apr. 73 8 16 22	May 73 8 16 22	Jun. 73 8 16 22
Teacher-Coordinator's in-service training, New Jersey: Nov. 13 to 17, 1972	△ △							
Merrimac Valley Rehabilitation Center @ N.V.T.H.: Nov. 27 to Dec. 20, 1972	△—	——△						
Critique of in-service training with consultants: Jan. 8 to 26, 1973			△——△					
Concord M.C.I.: Jan 30 to March 3, Mar. 15 to April 6, 1973				△———	△ △——	△		
Crotched Mountain Rehabilitation Center, Greenfield, N.H.: April 7 to 22, 1973						△——△		
New England Farm Workers Council, Springfield: April 23 to June 4, 1973						△—	———	△
Chelsea Neighborhood Youth Corps; E.E.A.: June 22, 1973 to present								


VERMONT
NEW HAMPS
NEW YORK
CONNECTICUT
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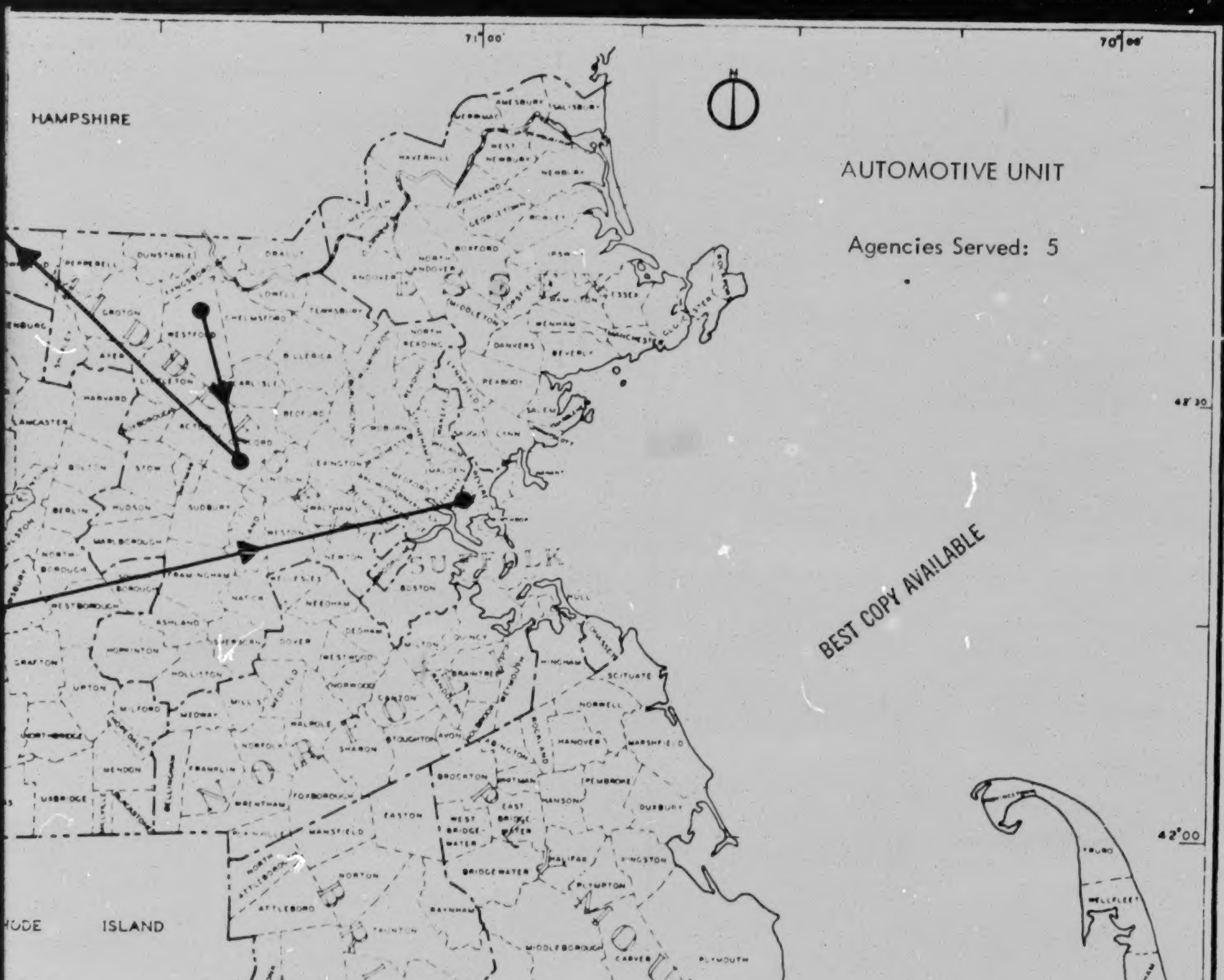
THE COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF COMMUNITY AFFAIRS

BUREAU OF PLANNING PROGRAMS

CITIES, TOWNS AND COUNTIES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HODE ISLAND
AMESBURY
SALISBURY
HAVERHILL
WEST NEWBURY
NEWBURY
GEORGETOWN
DUNSTABLE
PEPPERELL
GROTON
WESTFORD
CHELMSFORD
LOWELL
TEWKSBURY
ANDOVER
NORTH ANDOVER
BOXFORD
MIDDLETON
BILLERICA
DANVERS
BEVERLY
WENHAM
PEABODY
SALEM
LYNN
AYER
LITTLETON
HARVARD
CARLISLE
BEDFORD
ACTON
LANCASTER
BOLTON
STOW
SUDBURY
HUDSON
BERLIN
MARLBOROUGH
NORTHBOROUGH
WESTBOROUGH
FRAMINGHAM
WESTON
WALTHAM
LEXINGTON
NEWTON
BOSTON
NATICK
NEEDHAM
ASHLAND
HOPKINTON
HOLLISTON
DOVER
DEDHAM
MILTON
QUINCY
WESTWOOD
NORWOOD
BRAINTREE
HINGHAM
SCITUATE
NORWELL
GRAFTON
UPTON
MILFORD
MEDWAY
WALPOLE
CANTON
STOUGHTON
AVON
SHARON
NORFOLK
FRANKLIN
MENDON
UXBRIDGE
FOXBOROUGH
WRENTHAM
HANOVER
MARSHFIELD
PEMBROKE
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MANSFIELD
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HALIFAX
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TAUNTON
RAYNHAM
MIDDLEBOROUGH
CARVER
PLYMOUTH
REHOBOTH
DIGHTON
BERKLEY
LAKEVILLE
SWANSEA
FREETOWN
WAREHAM
ROCHESTER
MARION
FALL RIVER
NEW BEDFORD
ACUSHNET
MATTAPOISETT
FAIRHAVEN
WESTPORT
DARTMOUTH
BOURNE
SANDWICH
BARNSTABLE
YARMOUTH
DENNIS
BREWSTER
HARWICH
CHATHAM
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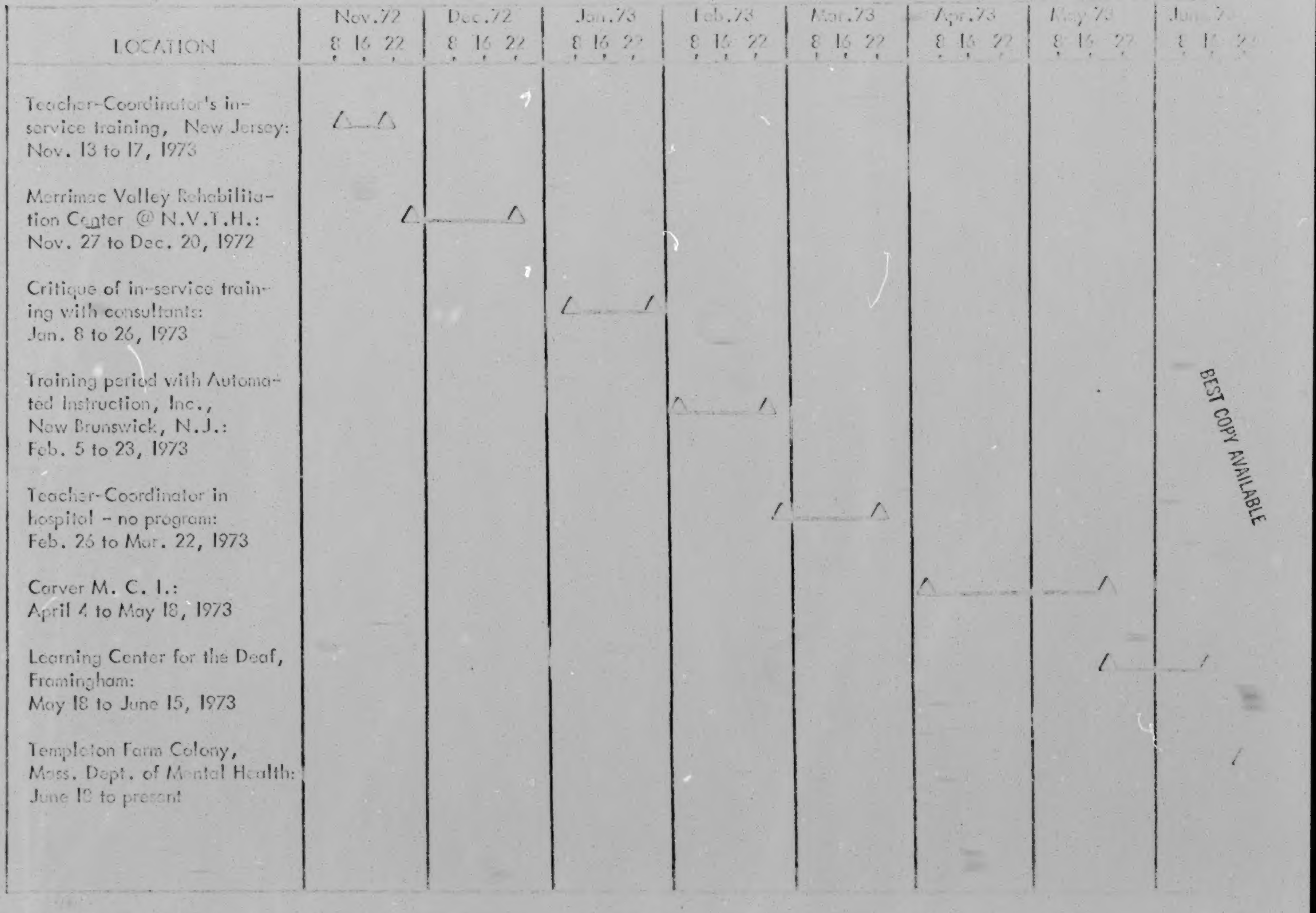
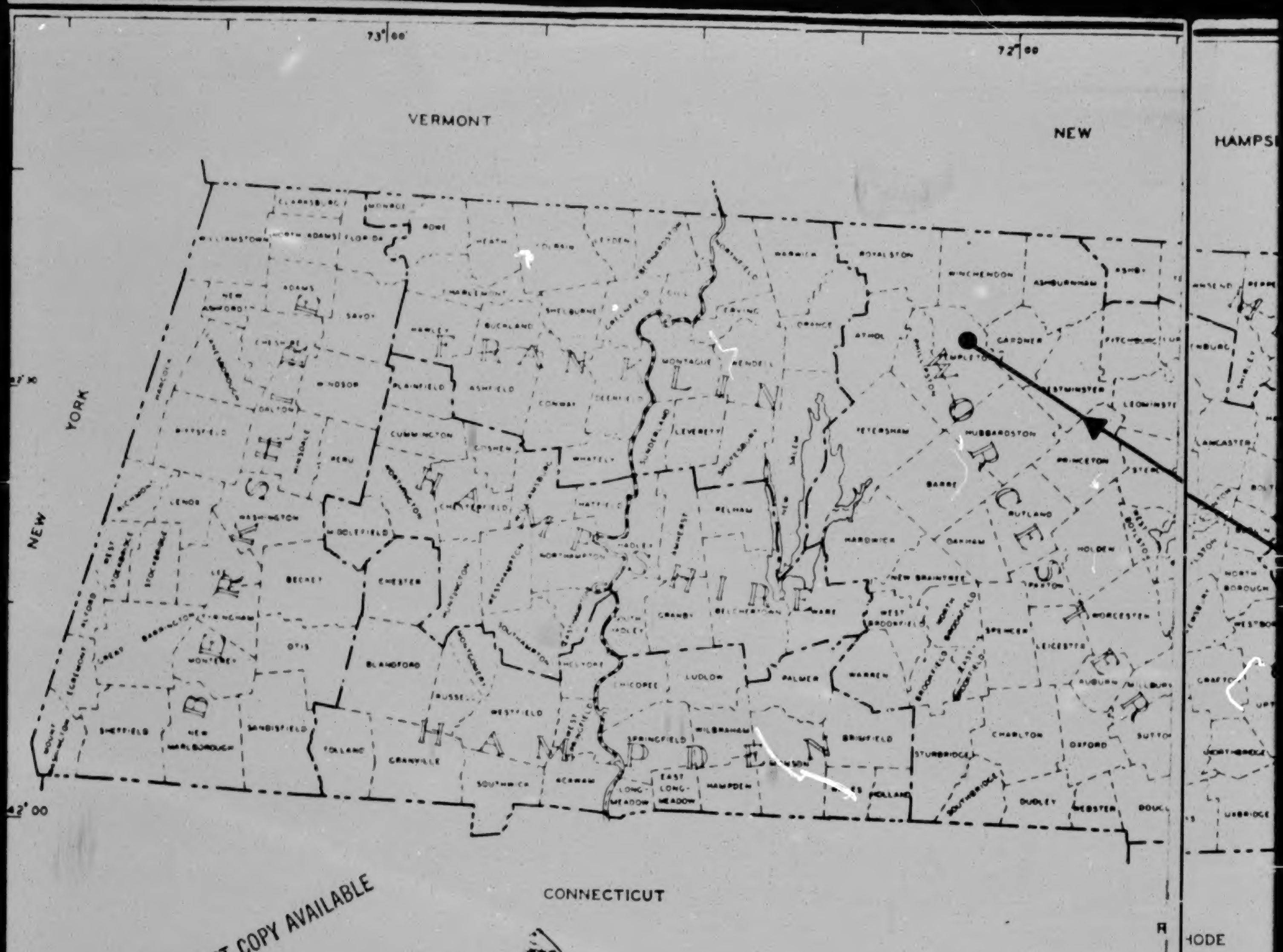
AUTOMOTIVE UNIT

Agencies Served: 5

2.9.2. TIMETABLE OF ACTIVITIES FOR BUSINESS EDUCATION UNIT

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FLORIDA
MONROE
ROWE
HEATH
COLRAIN
LEYDEN
NORTHFIELD
WARWICK
ROYALSTON
WINCHENDON
ASHBURNHAM
ASHBY
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SAVOY
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ERVING
ORANGE
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FITCHBURG
CHESHIRE
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BUCKLAND
MONTAGUE
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TEMPLETON
WESTMINSTER
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ASHFIELD
CONWAY
DEERFIELD
LEVERETT
PETERSHAM
HUBBARDSTON
DALTON
PITTSFIELD
CUMMINGTON
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LENOX
WASHINGTON
MIDDLEFIELD
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CHESTERFIELD
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PELHAM
BARRE
RUTLAND
NORTHAMPTON
HADLEY
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OAKHAM
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PAXTON
WEST BROOKFIELD
WARE
GRANBY
BELCHERTOWN
SPENCER
WORCESTER
LEICESTER
OTIS
MONTEREY
BLANDFORD
HOLYOKE
CHICOPEE
LUDLOW
PALMER
WARREN
AUBURN
MILLBURY
GRAFTON
SHEFFIELD
NEW MARLBOROUGH
SANDISFIELD
TOLLAND
GRANVILLE
RUSSELL
WESTFIELD
SPRINGFIELD
WILBRAHAM
BRIMFIELD
STURBRIDGE
CHARLTON
OXFORD
SUTTON
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THE COMMONWEALTH OF MASSACHUSETTS

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BUREAU OF PLANNING PROGRAMS

CITIES, TOWNS AND COUNTIES

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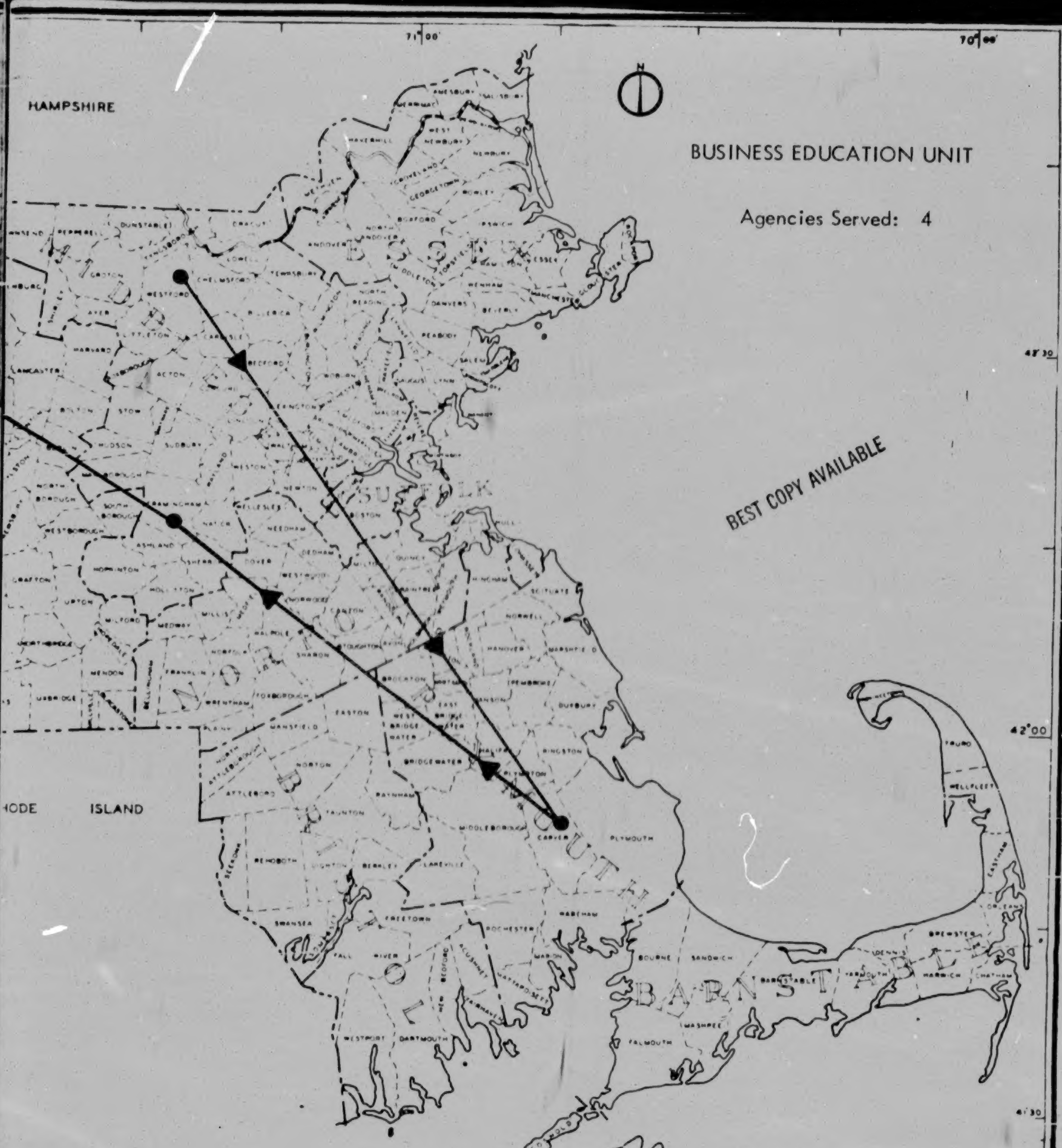
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BUSINESS EDUCATION UNIT

Agencies Served: 4

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2.9.3 TIMETABLE OF ACTIVITIES FOR DISTRIBUTIVE EDUCATION UNIT

LOCATION	Nov.72 8 16 22	Dec.72 8 16 22	Jan. 73 8 16 22	Feb. 73 8 16 22	Mar.73 8 16 22	Apr.73 8 16 22	May 73 8 16 22	June 73 8 16 22
Teacher-Coordinator's in-service training, New Jersey: Nov. 13 to 17, 1973	△—△							
Merrimac Valley Rehabilitation Center @ N.V.T.H.: Nov. 27 to Dec. 20, 1972		△———△						
Critique of in-service training with consultants: Jan. 8 to 26, 1973			△——△					
Salem Vocational High School (Project PACE): Feb. 22 to Mar. 22, 1973				△—	——△			
Distributive Education Clubs of America Conference, Hyannis: Mar. 22 to 26, 1973					△			
Antioch College, Harrisville, New Hampshire: Mar. 26 to April 2, 1973						△		
Wisconsin trip; in-service training: April 9 to 24, 1973						△——△		
Hampshire Corrections Services, Northampton: Apr. 30 to June 27, 1973							△———	———

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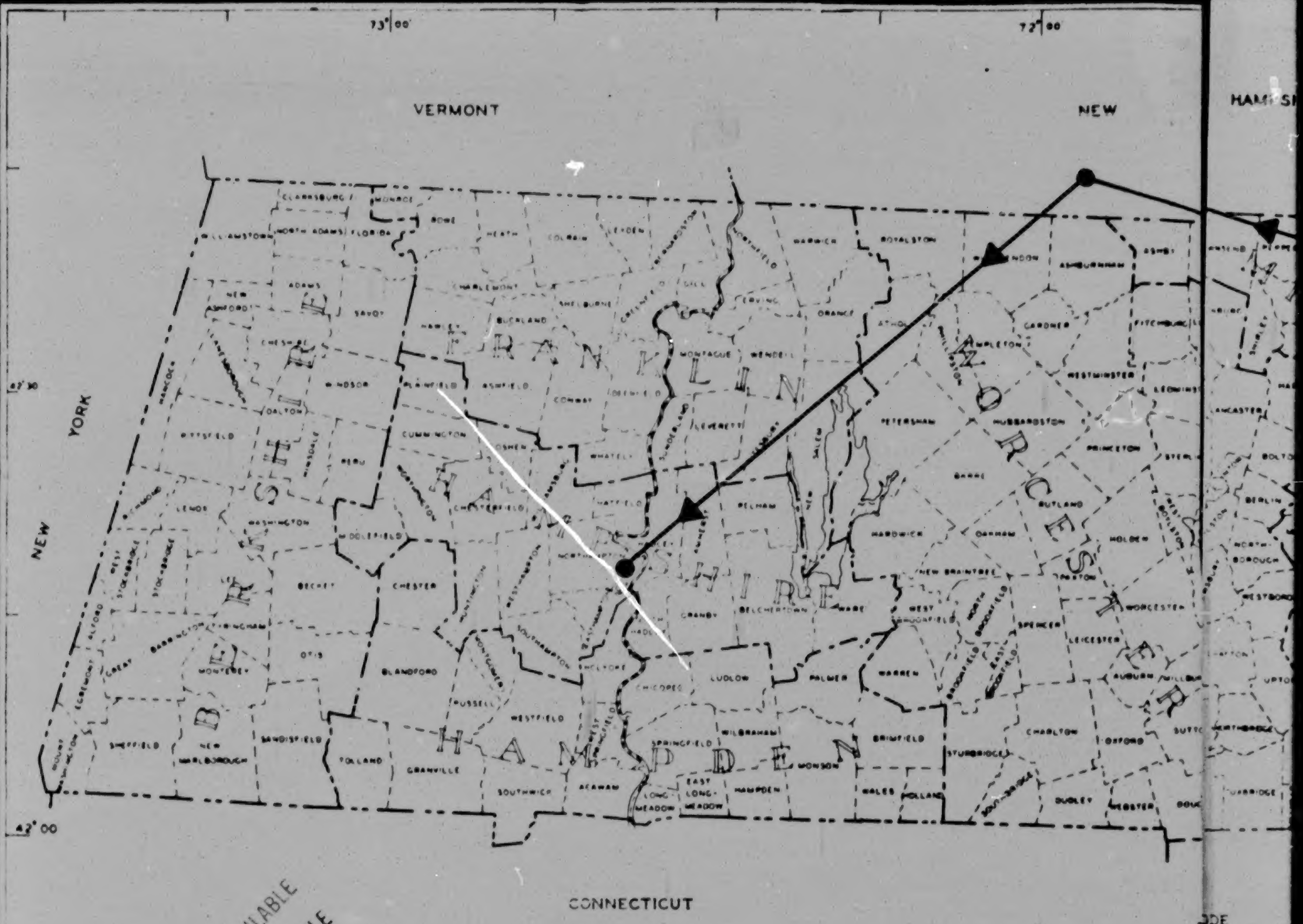
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DEPARTMENT OF COMMUNITY AFFAIRS

BUREAU OF PLANNING PROGRAMS

CITIES, TOWNS AND COUNTIES

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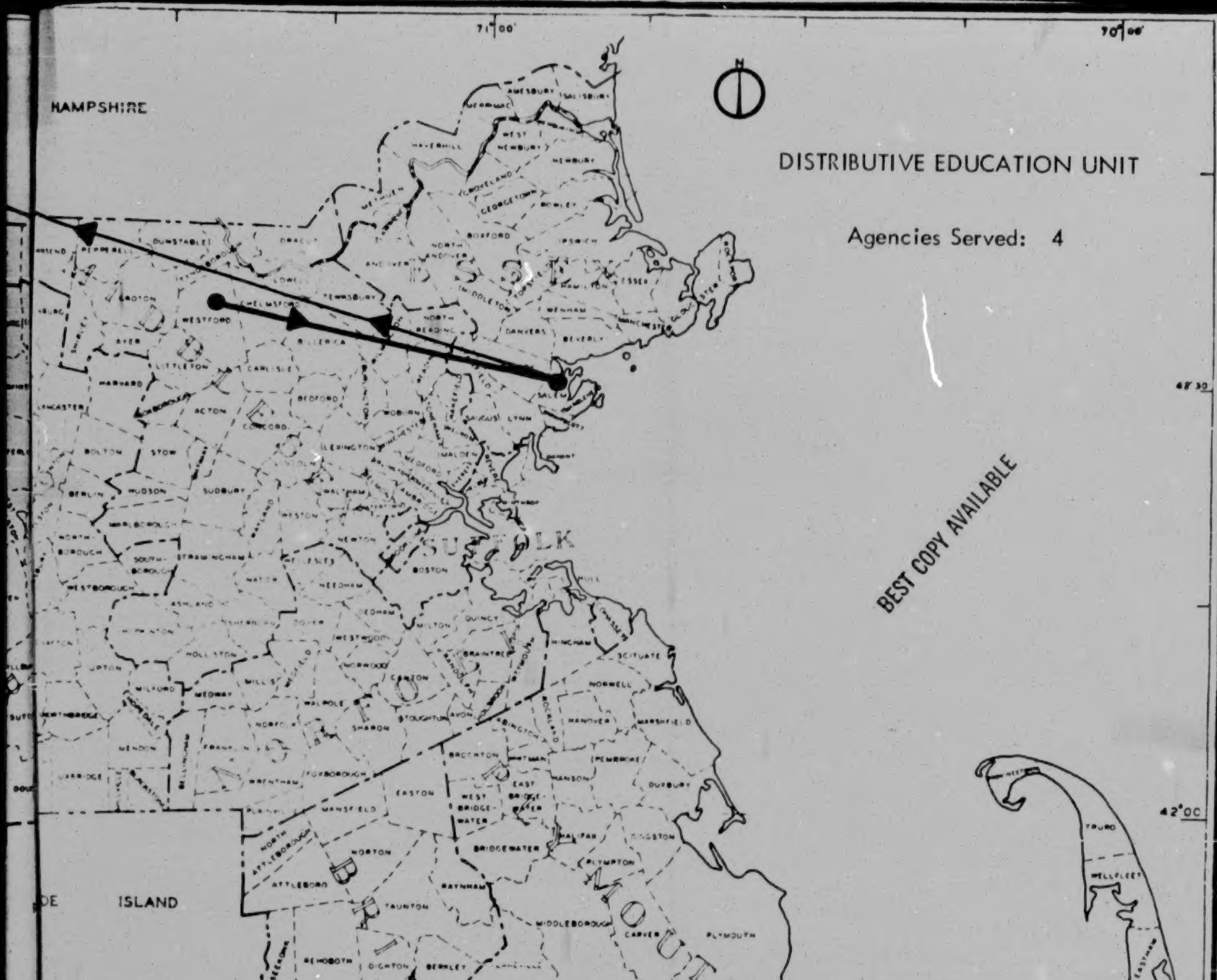
DISTRIBUTIVE EDUCATION UNIT

Agencies Served: 4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NEWBURY
HAVERHILL
METHUEN
GROVELAND
GEORGETOWN
ROWLEY
BOXFORD
IPSWICH
NORTH ANDOVER
ANDOVER
DRACUT
DUNSTABLE
PEPPERELL
LOWELL
TEWKSBURY
MIDDLETON
TOPSFIELD
WENHAM
HAMILTON
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GLOUCESTER
ROCKPORT
GROTON
WESTFORD
CHELMSFORD
BILLERICA
NORTH READING
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AYER
LITTLETON
CARLISLE
BEDFORD
WOBURN
SAUGUS
LYNN
HARVARD
LANCASTER
ACTON
CONCORD
BOXBOROUGH
BOLTON
STOW
LEXINGTON
MEDFORD
MALDEN
BERLIN
HUDSON
SUDBURY
WALTHAM
WESTON
NEWTON
BOSTON
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SOUTHBOROUGH
MARLBOROUGH
FRAMINGHAM
NATICK
NEEDHAM
WESTBOROUGH
ASHLAND
SHERBORN
DOVER
DEDHAM
MILTON
QUINCY
HOPKINTON
HOLLISTON
WESTWOOD
BRAINTREE
HINGHAM
SCITUATE
UPTON
NORWOOD
CANTON
MILFORD
MEDWAY
MILLIS
WALPOLE
NORWELL
NORTHBRIDGE
NORFOLK
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STOUGHTON
AVON
ROCKLAND
HANOVER
MARSHFIELD
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WRENTHAM
FOXBOROUGH
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RAYNHAM
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MIDDLEBOROUGH
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SWANSEA
FREETOWN
WAREHAM
ROCHESTER
FALL RIVER
NEW BEDFORD
ACUSHNET
MARION
MATTAPOISETT
WESTPORT
DARTMOUTH
BOURNE
SANDWICH
BARNSTABLE
YARMOUTH
DENNIS
BREWSTER
HARWICH
CHATHAM
ORLEANS
EASTHAM
WELLFLEET
TRURO
PROVINCETOWN
FALMOUTH
MASHPEE
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2.9.4 TIMETABLE OF ACTIVITIES FOR READING DIAGNOSIS AND EVALUATIO

LOCATION	Nov.72 8 16 22	Dec.72 8 16 22	Jan.73 8 16 22	Feb.73 8 16 22	Mar.73 8 16 22	Apr.73 8 16 22	May 73 8 16 22	Jun 8 1
Teacher Coordinator's in-service training, New Jersey: Nov. 13 to 17, 1973	△ △							
Merrimac Valley Rehabilitation Center @ N.V.T.H.: Nov. 27 to Dec. 20, 1972	△ —	— △						
Critique of in-service training with consultants: Jan. 8 to 26, 1973			△ — △					
Identifying support personnel and establishing advisory committees: Jan. 29 to Mar. 9, 1973			△	—	— △			
Norfolk N.C.I.: Mar. 15 to May 10, 1973					△ —	—	— △	
Roxbury Tracking Program – YMCA and Boys Club: May 11 to June 18, 1973							△ —	— /
Adult Activities Center, Pittsfield: June 18, 1973 to present								

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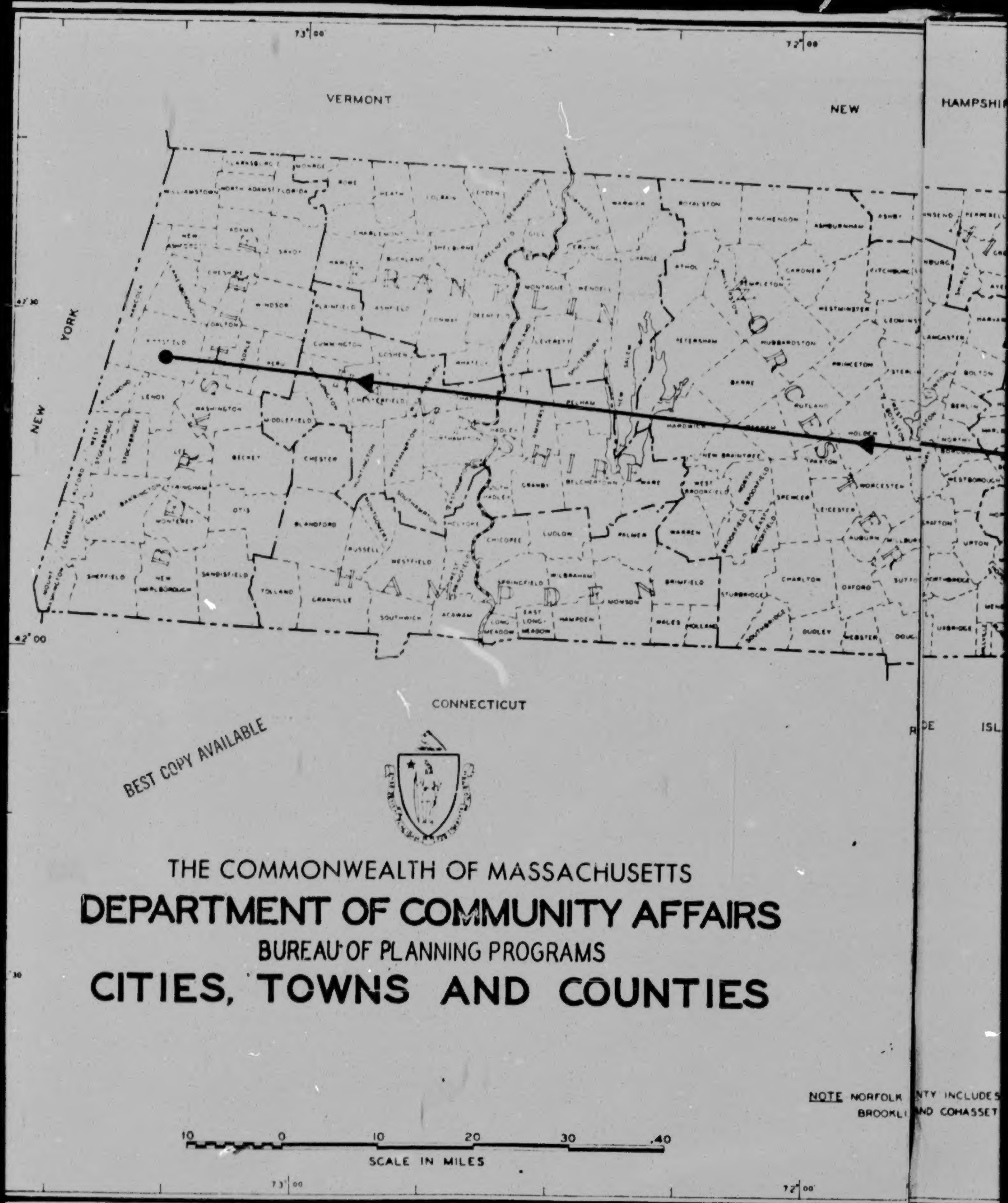
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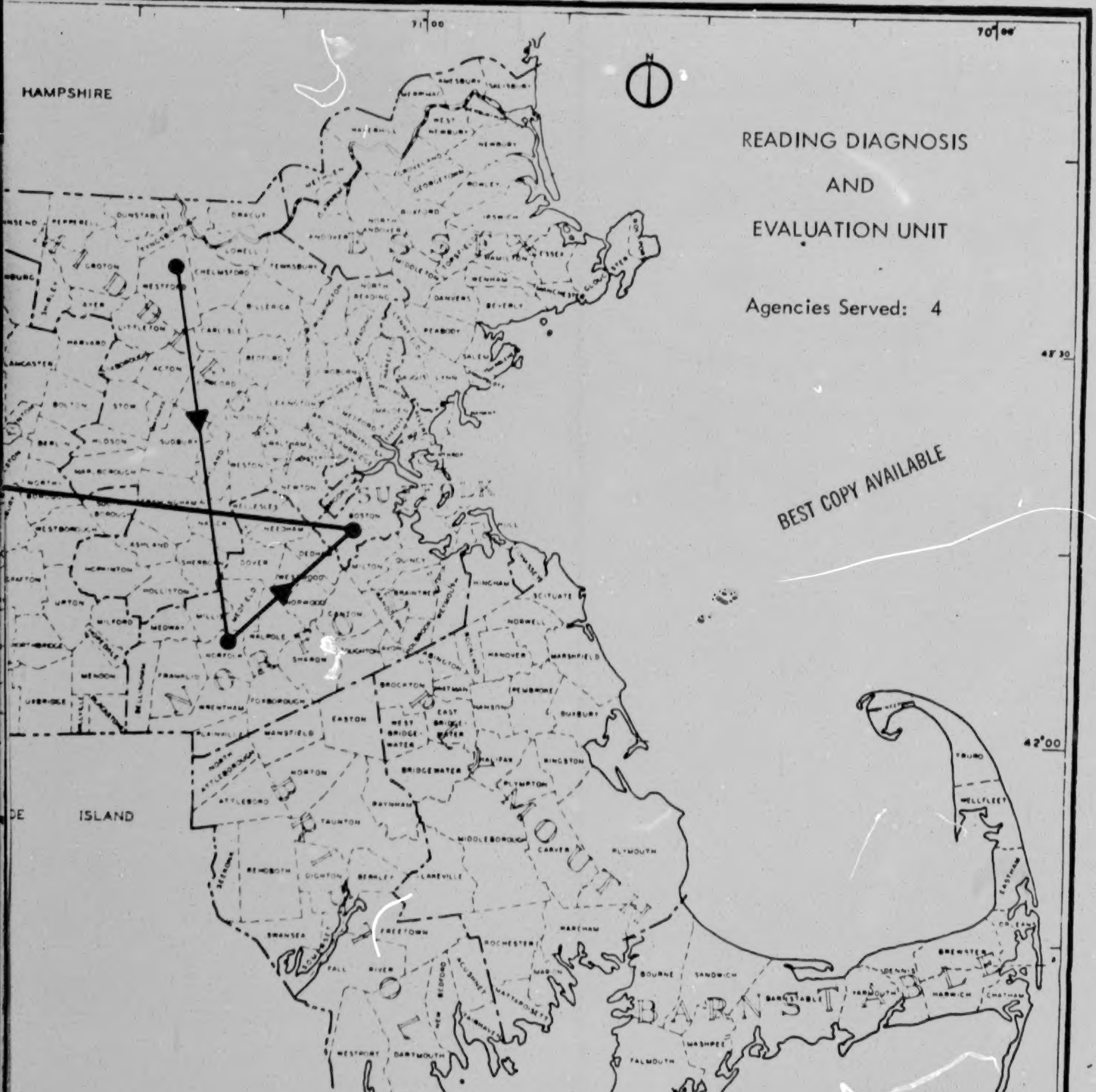
WORCESTER
WILLIAMSTOWN
NORTH ADAMS
FLORIDA
CLARKSBURG
MONROE
ROWE
HEATH
COLRAIN
LEYDEN
WARWICK
ROYALSTON
WINCHENDON
ASHBURNHAM
ASHBY
ADAMS
SAVOY
CHESHIRE
CHARLEMONT
BUCKLAND
SHELBURNE
ORANGE
ATHOL
GARDNER
WINDSOR
PLAINFIELD
ASHFIELD
CONWAY
DEERFIELD
MONTAGUE
WENDELL
TEMPLETON
WESTMINSTER
DALTON
PITTSFIELD
CUMMINGTON
GOSHEN
WHATELY
LEVERETT
PETERSHAM
HUBBARDSTON
PRINCETON
LANCASTER
BOLTON
PERU
LENOX
WASHINGTON
CHESTERFIELD
PELHAM
BARRE
RUTLAND
HARDWICK
MIDDLEFIELD
BECKET
CHESTER
HOLDEN
NEW BRAINTREE
PAXTON
WORCESTER
OTIS
GRANBY
BELCHERTOWN
WARE
SPENCER
LEICESTER
MONTEREY
BLANDFORD
LUDLOW
PALMER
WARREN
CHICOPEE
AUBURN
SHEFFIELD
NEW MARLBOROUGH
SANDISFIELD
TOLLAND
GRANVILLE
WESTFIELD
RUSSELL
SPRINGFIELD
WILBRAHAM
BRIMFIELD
CHARLTON
OXFORD
STURBRIDGE
SOUTHWICK
AGAWAM
LONGMEADOW
EAST LONGMEADOW
HAMPDEN
MONSON
WALES
HOLLAND
DUDLEY
WEBSTER
UXBRIDGE
NOTE NORFOLK NTY INCLUDES
BROOKLI ND COHASSET
10
0
10
20
30
40
SCALE IN MILES

THE COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF COMMUNITY AFFAIRS

BUREAU OF PLANNING PROGRAMS

CITIES, TOWNS AND COUNTIES



READING DIAGNOSIS AND EVALUATION UNIT

Agencies Served: 4

HAMPSHIRE
ISLAND
MIDDLESEX
ESSEX
SUFFOLK
NORFOLK
BRISTOL
PLYMOUTH
BARNSTABLE
DUKES
NANTUCKET
BOSTON
71°00
70°00
42°30
42°00
41°30
TY INCLUDES
ND COHASSET

2.10 EVALUATION OF ADMINISTRATIVE ACTIVITIES BY PROJECT DIRECTOR

Inasmuch as it is extremely difficult to remain objective in the evaluation of one's activities, a sincere attempt toward objectivity is made here in relation to the administrative activities of Project MODEL during its planning year.

One can see from the time table of objectives and activities presented in Section 2.8 that many proposed activities and unanticipated events were dealt with. They compare closely in many respects to those of a typical school system, i.e., the hiring of staff, developing of instructional program and curriculum, and the logistics involved with the delivery of the instructional program. Although they may be used in terms of numbers or topics, they actually represent equal or greater complexity due to the geographical and student population variables that must be met along with the solving of the problem.

Some of the particular problems that the administration dealt with included MODEL's relationship to the Division of Occupational Education within the State Department of Education, and the Project's relationship to the Legal Educational Agency acting as its host and its corresponding legal body, the District School Committee. A tentative resolution of this association has been determined, although a complete resolution of the association has not yet been resolved.

In terms of evaluation, it is much too soon to determine the impact that Project MODEL has created on the clients it serves. In a planning year, most of the emphasis is placed upon the development of instructional procedures and the process of their delivery rather than the product of those efforts. It has been a time for "tooling-up" and determining dependable measures of delivery. A more effective and impartial determination of MODEL's effectiveness will be measured over a period of time by an independent third party evaluator. In terms of the actual impact of MODEL's program during its limited in-service training refer to Section 2.1.1, Evaluation of On-Site Activities.

The original program objective of Project MODEL was to become totally operational by July 1, 1973. This initial target date will not be met. There are four reasons that attribute to this fact.

(1) The time necessary to complete all of the planned activities as scheduled for the first in-service year was underestimated.

(2) The requested maintenance of a low-visibility profile limited advertisement or publicity to in-house activities; namely, the brochure describing the project's activities.

(3) Receiving agencies as best identified prior to the establishment of the mailing list were not indicative of the grass roots level administrators who could make best use of such a program.

(4) Uncontrollable logistical constraints within receiving agencies caused severe time delays in the proposed schedule.

Although some 1200 brochures were mailed very few returns were made with respect to the request for an application form. This situation hopefully will be alleviated during the next fiscal year by the revision of the mailing list and by the use of a tear-out request form which will lighten the burden of writing a personal note to request an application form. In addition, the low-visibility profile will be lifted at a point when the Project Director has determined that teachers have been adequately exposed to all of the populations that MODEL serves. This will allow adequate news releases to papers throughout the Commonwealth and will advertise our availability to the public sector.

Some fiscal problems were encountered during the beginning of the in-service year. Primarily these are problems that normally exist with any new kind of program. Although the original budget proposal was oriented within the scope of a typical regional vocational school, the uniqueness of the project relative to hiring staff and geographical mobility caused several changes in the allocation of funds. Three line item changes were requested and approved to meet the changing fiscal need of the project within its first planning year. Based on the experiences of the fiscal fluctuations and changes within the past year's budget, the fiscal year budget reflects the unique attributes of the program and has been developed in a more realistic way to reflect the needs of the project.

Additional funds were requested to improve curriculum and to account for descrepancies in salaries with respect to comparable teaching positions including the necessary qualifications of working with special needs populations. The budget for the 1973 fiscal year is presented in Section 2.12. Cost benefit analysis and cost per student of the first year of operation is not indicated because actual instruction did not commence until late January 1973. It must be borne in mind that this was a planning year and not an operational year. Although the cost per student, if calculated, would be quite high, it is anticipated that next year's operational cost per student will be less than that of a typical regional vocational school. If the project is able to meet the need of as many students as it proposes to, the average cost per student should be less than $1,000. Section 2.10.2 shows the roster of students served by Project MODEL during the 72/73 planning year and the classification system for the handicapped and disadvantaged and as recommended by SURGE.*

Of course, the ultimate objective of the program is not to provide services to a limited number of students, but to develop proposals based on its own experience and to initiate such programs as those conducted and demonstrated within the project. It is the ultimate design of the project that the educational results of the handicapped and disadvantaged population it serves can be measured by the hundreds throughout the State rather than tens within the project.

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*SURGE (Suggested Utilization of Resources and Guide for Expenditures)

2.10.1 Evaluation of Administration Activities By Program Coordinator

It is impossible to forecast where you are going without looking back over your shoulder to see where you've been, and, of greater importance - where are we now?

Most "ideas of change" look feasible on paper. The author can overcome obstacles as fast as he creates them; unfortunately, realistic problems are not solved as easily. It's not as simple to erase a day of conflict in operation as it is in projecting programs on paper.

Project MODEL has been successful in all areas where we had control, i.e., the best of equipment and, of equal importance, qualified Teacher/Coordinators. The above areas were subjected to a strict quality control procedure. Equipment was not purchased because it looked good, but was bought because it was the best available for a specific job to be done.

"Show me" became a by-word. In-depth inquiries were made of all equipment to be used. Visits were made to other states that were using similar new equipment. While there, Project MODEL Staff worked in the field using the equipment with suitable populations.

The same approach was used in teaching techniques. Clients learned by doing. This was a "hands on" experience. For many of the clients it became the first successful exposure to learning they ever had.

Qualified Teachers:

It was apparent from the program's earliest days that success or failure would depend upon the Teacher/Coordinators. A program using a unique approach could not be successful with a teacher who did not relate to the population to be served, who could not be one hundred percent flexible, and who was not willing to endorse Project MODEL's philosophy.

The search was not an easy one as the ideal candidate simply does not exist, i.e., a one-legged, black, female, x-con, who speaks Spanish, signs with the deaf, is vocationally certified, has experience working with the handicapped and disadvantaged, and is willing to travel extensively in Massachusetts. As a result of a diligent effort, however, Teacher/Coordinators were hired who met as many of the above mentioned criteria as possible. The choices made were good ones.

The first nine months of program were used as a valuable in-service training period and "shake down." Problems were solved as they arose. Areas of need were identified. Some of these needs were obvious and real, others were not.

One thing that has proven itself to be true is that most Receiving Agencies representing the Handicapped and Disadvantaged tend to over-exaggerate their population, not only in numbers but also in availability. It is almost as though they had a "phantom population." They make the mistake of assuming that just because a person is a client he automatically wants to participate in a program. This is not so. For example, all prisoners in Massachusetts Correctional Institutions will not offer themselves for rehabilitation. Most, as I see it, are quite content with their capabilities, and unless a program can wave a magic wand and make them geniuses or craftsmen overnight and without effort on their part, they want no part of it.

The same feeling comes when dealing with Receiving Agencies for the Disadvantaged. The client's first question is, "What about a stipend?" It doesn't matter that he can't spell the word - he certainly knows what it means. Unless the individual's interest and personal motivation are abnormal he splits when he is told, "no money" and usually with the comment, "I'll find me a program that really wants me."

Clients in the disadvantaged area flicker in and out of program as their mood dictates. Excuses that you and I would consider absurd are offered as genuine reasons for their absences. Example: some clients in corrections refused to participate in the Distributive Education program because it started too early in the morning (9 a.m.), stating that they were too tired to get up after watching the last of the late movies that ended at 3 a.m. Upon Checking with authorities, it was noted that there are few, if any, rules in that particular facility. My thoughts are: how can a returning Public Offender be made to realize that punching a time card at 7 a.m. is part of the behavior expected of a worker, if for the period of his incarceration he lived in an environment of permissiveness.

What MODEL is doing is worthwhile. We should condition ourselves to accept less from the populations being served. Success will be minimum for the energy expended but, in my mind, most worthwhile. The reward of seeing a Mentally Retarded client return to program to tell his peers of his success in getting a job is fantastic and the knowledge that the program's efforts have provided an educational opportunity for a soon-to-be-released prisoner makes my own time spent worthwhile.

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2.10.2 Student Roster for Fiscal Year '72-73

Unit	Name	Completed	Code*	**	Cert.	Placed
Automotive Education	Bejarano, Gustavo	No	A.1,F.3	-D	No	No
	Brooks, William	Yes-Unit II	2.0,5.1	-H	Yes	No
	Burhoe, Brian	Yes-Unit I	6.1	-H	Yes	No
	Burston, Hurley B.	No	F.1,C.1	-D	No	No
	Castro, Luis	No	A.1,F.3	-D	No	No
	Cote, Raymond	Yes-Unit I	6.2	-H	Yes	No
	Cotto, Hector Luis	Yes	A.1,F.3,C.1	-D	Yes	No
	Crespo, Andres	No	A.1,F.3	-D	No	No
	Cross, William	Yes	G.3	-D	Yes	Yes
	de Jesus, Guillermo	No	A.1,F.3	-D	No	No
	Donnelly, Craig	Yes-Unit II	6.1,2.0,7.0	-D	Yes	No
	Droham, John L.	Yes	G.3	-D	Yes	No
	Guyette, Joseph	Yes	6.2	-H	Yes	No
	Jenson, Joseph	Yes-Unit I	6.2	-H	Yes	No
	Landry, Donald E.	Yes	G.3	-D	Yes	No
	Landry, Timothy	Yes-Unit I	6.2	-H	Yes	No
	Mazza, Walter	Yes	2.0	-H	Yes	No
	Mendoza, Angel	No	A.1,F.3	-D	No	No
	Murphy, William	Yes	G.3	-D	Yes	Yes
	Otero, Jamie	Yes	A.1,F.3	-D	Yes	Yes
	Parks, Stephen	Yes-Unit II	2.0	-H	Yes	No
	Pave, Leonard	Yes	C.1	-D	Yes	Yes
	Pierson, Robert	Yes	G.3	-D	Yes	No
	Powling, Bruce	Yes-Unit II	2.0	-H	Yes	No
	Purcell, Frederick	Yes-Unit I	6.2	-H	Yes	No
	Riuela, Juan	No	A.1,F.3	-D	No	No
	Rodriguez, Angel	No	A.1,F.3	-D	No	No
	Rodriguez, Miguel	No	A.1,F.3	-D	No	No
	Rosario, Victor	No	A.1,F.3	-D	No	No
	Routhier, David	Yes-Unit I	6.1	-H	Yes	No
	Springer, Randall	Yes-Unit II	2.0,3.0	-H	Yes	No
	Williams, Lael	Yes	G.3,C.1	-D	Yes	No
Business Education	Alston, Richard	Yes	G.3	-D	No	No
	Arpeso, Evelyn	No	6.2	-H	No	No
	Ashcroft, Susan	No	6.2	-H	No	No
	Baduski, Charlotte	No	6.2	-H	No	No
	Barton, Kenneth	Yes	G.3	-D	No	No
	Batisto, Paul	No	G.3	-D	No	No
	Berard, Leslie	No	6.2	-H	No	No

* Code Classification Follows Roster

** D -- Disadvantaged
H -- Handicapped

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Student Roster for Fiscal Year '72-73 (Cont'd)

Unit	Name	Completed	Code*	**	Cert.	Placed
Business Education (Cont'd)	Bonneau, Carl	No	G.3	-D	No	No
	Bowdidge, Mark	No	6.2	-H	No	No
	Bowman, Michael	No	6.2	-H	No	No
	Burns, John	Yes	G.3	-D	No	No
	Connelly, Catherine	No	6.2	-H	No	No
	D'Agostino, Joe	No	6.2	-H	No	No
	Dooley, Charles	No	G.3	-D	No	No
	Everson, Keith	No	6.2	-H	No	No
	Fuller, Ron	No	G.3	-D	No	No
	Garvin, Kenneth	Yes	G.3	-D	No	No
	Hayes, James	Yes	G.3	-D	No	No
	Johnson, John	Yes	G.3	-D	No	No
	Kelley, John	No	6.2	-H	No	No
	King, Denis	No	G.3	-D	No	No
	Marment, Philip	No	6.2	-H	No	No
	McClellan, John	Yes	G.3	-D	No	No
	Morrison, Timothy	Yes	G.3	-D	No	No
	Mullahy, Mike	No	6.2	-H	No	No
	Murray, Deborah	No	6.2	-H	No	No
	Nagle, Sean	No	6.2	-H	No	No
	Nereo, David	No	6.2	-H	No	No
	Novak, Lori	No	6.2	-H	No	No
	Orsini, Francisco	Yes	G.3	-D	No	No
	Patterson, Jack	No	G.3	-D	No	No
	Paula, Jeffrey	No	6.2	-H	No	No
	Pickrell, Robert	Yes	G.3	-D	No	No
	Robinson, Jimmie	No	6.2	-H	No	No
	Schwab, David	No	6.2	-H	No	No
	Sealey, Ricardo	No	G.3	-D	No	No
	Teixiera, Edwin	No	G.3	-D	No	No
	Toledo, Enrigue	No	6.2	-H	No	No
	Valez, Maria	No	6.2	-H	No	No
	Vandetti, Betty	No	6.2	-H	No	No
	Walker, Stephen	Yes	G.3	-D	No	No
	Whooley, John	Yes	G.3	-D	No	No
Distributive Education	Alford, Donald	Yes	G.3	-D	Yes	Yes
	Avigian, Paul	Yes	1.1	-H	No	No
	Bailly, Alan	Yes	G.3	-D	Yes	Yes
	Beasley, Keith	Yes	G.3	-D	Yes	No
	Charboneau, Roger	No	3.0	-D	No	Yes

* Code Classification Follows Roster

** D -- Disadvantaged
H -- Handicapped

Student Roster for Fiscal Year '72-73 (Cont'd)

Unit	Name	Completed	Code*	**	Cert.	Placed
Distributive Education (Con't)	Cote, Joseline	Yes	1.1	-H	No	No
	Caron, Lawrence	No	1.1	-H	No	Yes
	Dragonis, Dennis	Yes	1.1	-H	No	No
	Duchene, Anna	Yes	1.1	-H	No	No
	Gilbert, Sidney	Yes	G.3	-D	Yes	No
	Gullick, Roger	Yes	G.3	-D	Yes	Yes
	L'Abbe, Ronald	Yes	1.1	-H	No	Yes
	McCraken, David	No	G.3	-D	No	Yes
	McGrath, Kevin	Yes	G.3	-D	Yes	Yes
	Miller, Wayne	Yes	1.1	-H	No	Yes
	Pendleton, Richard	Yes	G.3	-D	Yes	Yes
	Provencher, Clifford	Yes	1.1	-H	No	Yes
	Savageau, Arthur	Yes	G.3	-D	Yes	Yes
	Twohig, Joanne	Yes	1.1	-H	No	No
	Tremblay, Joyce	Yes	1.1	-H	No	No
	Viselli, Michael	Yes	1.1	-H	No	Yes
Evaluation	Albino, Robert	No	2.1,1.0	-D	No	No
	Almeyda, Jose	Yes	2.1,1.1.1	-D	No	No
	Archey, John	Yes	1.0	-H	Yes	No
	Brabrant, Paul	Yes	3.0,1.0	H-D	No	No
	Brazis, Horace	Yes	1.0	-H	Yes	Yes
	Breck, Mary	Yes	1.0	-H	No	No
	Brimmage, Steven	No	E.2,1.0	-D	No	No
	Butler, Denise	Yes	1.0	-H	Yes	No
	Cahalian, Francis	Yes	1.0,4.0	-H	Yes	No
	Calhoun, Larry	No	E.2,1.0	-D	No	No
	Canada, Billy	Yes	3.0	-H	No	No
	Chilton, Ralph	Yes	1.0	-H	Yes	No
	Clark, Shelly	No	E.2,1.0	-D	No	No
	Cotter, John D.	Yes	3.0,1.0	H-D	No	No
	DeCosta, Armand	No	2.1,1.0	-D	No	No
	Dejarnetto, Alvin	Yes	E.2,1.0	-D	No	No
	Garcia, Cecilia	No	2.1,1.1.1	-D	No	No
	Henderson, Pamela	Yes	1.0	-D	No	No
	Henry, William	Yes	2.0	-H	No	No
	Hicks, Bernard	Yes	2.1	-D	No	No
	Holland, Nathaniel	No	E.2,1.0	-D	No	No
	Kirchner, Ann	Yes	1.0	-H	Yes	No
	LaFrance, Peter	No	2.1	-D	No	No

* Code Classification Follows Roster

** D -- Disadvantaged
H -- Handicapped

Student Roster for Fiscal Year '72-73 (Cont'd)

Unit	Name	Completed	Code*	**	Cert.	Placed
Evaluation (Cont'd)	Link, Barry	No	E.2,1.0	-D	No	No
	Manzollini, Mary	Yes	1.0	-H	Yes	No
	Murphy, Herman	No	E.2,1.0	-D	No	No
	O'Keefe, James	No	1.0	-D	No	No
	Pemberton, James	Yes	2.1	-D	No	No
	Pike, Kenneth	Yes	G.1	-D	No	No
	Rockwook, Alan	Yes	1.1,1.0	-H	No	No
	Rosso, Lena	Yes	1.0	-H	Yes	No
	Sanders, Willie	No	E.2,1.0	-D	No	No
	Stafford, Chuck	No	E.2,1.0	-D	No	No
	Tubbs, Bobby Joe	No	2.1	-D	No	No
	Vagas, Lyn	Yes	1.0	-D	No	No
	Vallencourt, Richard	Yes	1.0	-H	Yes	No
	Watkins, Willie	No	1.0	-D	No	No
	Woodward, Alan	Yes	G.1	-D	No	No

* Code Classification Follows Roster

** D -- Disadvantaged
H -- Handicapped

CLASSIFICATION SYSTEM FOR THE DISADVANTAGED *

- 1.0 ACADEMICALLY DISADVANTAGED
  - 1.1 LANGUAGE (SPEAKING/COMPREHENSION) DEFICIENCY
    - 1.1.1 ENGLISH IS SECONDARY LANGUAGE
    - 1.1.2 ENGLISH IS PRIMARY LANGUAGE
  - 1.2 READING AND/OR WRITING DEFICIENCY
    - 1.2.1 ENGLISH IS SECONDARY LANGUAGE
    - 1.2.2 ENGLISH IS PRIMARY LANGUAGE
  - 1.3 COMPUTATIONAL DEFICIENCY
  - 1.4 GENERAL EDUCATIONAL DEFICIENCY
- 2.0 SOCIOECONOMIC EFFECTS ON BEHAVIOR
  - 2.1 HOSTILE OR DEFIANT BEHAVIOR
  - 2.2 PASSIVE OR APATHETIC BEHAVIOR
- 3.0 ECONOMICALLY DISADVANTAGED
- 4.0 OTHER REMEDIABLE EFFECTS (SPECIFY)

Groups of Individuals Most Apt To Show Effects of Disadvantagement

Cause-Characteristics of the Disadvantaged

A. Non-English language background

- A1 Spanish
- A2 American Indian
- A3 Eskimo
- A4 French
- A5 Oriental
- A6 Other (specify)

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* SURGE (Suggested Utilization of Resources and Guide for Expenditures)

B. Low-income family

B1 On welfare
B2 Not on welfare

C. Dropouts

C1 Actual
C2 Potential

D. Migrant worker family

E. Dependent, neglected, uncared-for, and/or delinquent youth

E1 Dependent youth
E2 Neglected youth
E3 Uncared-for youth
E4 Delinquent youth

F. Racial/ethnic groups

F1 Negro/black
F2 American Indian
F3 Spanish surnamed
F4 Oriental
F5 Other (specify)

G. Adults (persons beyond the age of compulsory school attendance)

G1 Functional illiterates
G2 Unemployed/underemployed
G3 Offenders

H. Geographic-transportation isolated

H1 Rural isolation
H2 Urban isolation

I. Other cause-characteristics (specify)

CLASSIFICATION SYSTEM FOR THE HANDICAPPED *

- 1.0 MENTALLY RETARDED
  - 1.1 EDUCABLE RETARDED
  - 1.2 TRAINABLE RETARDED
- 2.0 LEARNING DISABILITY
- 3.0 SERIOUSLY EMOTIONALLY DISTURBED
- 4.0 ORTHOPEDICALLY HANDICAPPED (CRIPPLED)
- 5.0 VISUALLY HANDICAPPED
  - 5.1 PARTIALLY SIGHTED
  - 5.2 BLIND
- 6.0 HEARING IMPAIRED
  - 6.1 HARD OF HEARING
  - 6.2 DEAF
- 7.0 SPEECH IMPAIRED
- 8.0 OTHER HEALTH IMPAIRMENT
- 9.0 MULTIHANDICAPPED

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* SURGE (Suggested Utilization of Resources and Guide for Expenditures)

2.11 EVALUATION OF ON-SITE ACTIVITIES

In-service training of the Instructional Staff began in November of 1972 and will continue through December of 1973. The training period was initiated with a one-week seminar and on-location exposure with the New Jersey Mobile Education Program.

During part of November and all of December, MODEL's four units were located at the Nashoba Valley Technical High School and served clients transported from the Merrimack Rehabilitation Center. The first part of the "planning" year (January - July) was spent at various locations throughout Massachusetts as shown in Section 2.9.

IN-SERVICE TRAINING, NEW JERSEY

November 13-17, 1972

The one-week session with the State of New Jersey Department of Education proved to be both comprehensive and worthwhile. The week's instruction included presentations by the following consultants:

John Wiley, Director of Bureau of Special Needs
John Bohner, Program Coordinator for the Mobile Units
Gene Harvey, Administrative Assistant to Mr. Bohner
Dean Garwood, Office of the Dept. of Education
Dr. Emmet Spurlock, Dir. of Migrant Education

Dr. Janet Ritzenthaler, Dir. of Curriculum for
Disadvantaged and Asst. to Dr. Spurlock
Mr. Richard Coles, Dir. of Drug Rehabilitation
Mr. Ted [illegible], Teacher/Coordinator in the Small
Motor Repair Unit for the N. J. Program

MODEL's Teacher/Coordinators were explained the in-depth problems that the New Jersey program encountered during their first two years of operation and were warned of the obvious pitfalls in regard to dealing with the public, receiving agencies, and budgetary controls.

The New Jersey Corrections System was also discussed, including a description of riots and their control and education in prison reform.

Three field trips provided additional exposure. At the Philadelphia State Hospital, Mr. Walter Ebert described the sheltered workshop and identified different problems that he had encountered in setting up such a program. With his permission the Instructors viewed a group discussion and counseling session, which utilized "peer pressure" with emotionally involved clients.

At the end of all sessions, the Teacher/Coordinators and Program Coordinator met collectively to discuss what they had experienced and how that information could be utilized to enhance MODEL's program.

A great deal was gained as a result of the N. J. visitation.

(1) There is a need for the Staff to periodically get together and relate their problems and intended directions.

(2) The Staff had the opportunity to work with and to understand each others unique expertise. They were asked to solidify their goals and objectives and see how they related to MODEL's overall mission.

(3) The Staff was provided with the opportunity to work within the educational environments they would ultimately be assigned to.

MERRIMACK VALLEY REHABILITATION (MVR) CENTER

November 27 through December 20, 1972

The in-service training program was held collectively at Nashoba Valley Technical High School and served about eighteen clients from the combined Lowell Association for Retarded Children and Goodwill. MODEL was responsible for transportation and meals, services generally handled by the applying agencies. Nashoba Valley Technical High School graciously hosted hot lunches for the handicapped children and adults.

The populations served in this program were mentally retarded, emotionally disturbed, physically handicapped, and multiply disabled. They ranged in ages from sixteen to sixty-two. The program precipitated the following results:

(1) The clients were exposed to social and vocational skills they had not previously been aware of.

(2) Some clients had definite attitude changes regarding their potential to take up productive roles in society.

(3) One deaf client was discovered to have communicative skills that MVR was not aware of.

(4) Two clients were placed in job try-outs as a motel clerk and an assembler.

As a result of the interfacing with the Merrimack Valley Rehabilitation Center, certain deficiencies were discovered in program.

The most important of these was the inability to communicate effectively with the blind population. Bearing this in mind, MODEL administrators contacted the Massachusetts Commission for the Blind and arranged for a meeting. For a one-week period they evaluated our program and suggested the purchase of special institutional equipment to improve teaching efficiency. Later, because of our improved ability to serve the blind population, the Commission transported a legally blind client from a surrounding town to the evaluation program while in Roxbury.

CRITIQUE OF IN-SERVICE TRAINING PROGRAMS

January 1 thru January 28, 1973

Upon completion of the New Jersey seminar and the one-month, in-service training with the MVRC, it was felt by all that it would be advantageous if their month's activity could be evaluated by professional consultants. During the month of January the following consultants were engaged to provide additional input into the MODEL program.

(1) Mrs. Claire Moore Page, Vocational Rehabilitation Counselor

(2) Mr. John O. Willis, Educational Psychologist

(3) Dr. Seymour Porter, School Psychologist

(4) Mrs. Jan Settle, R. N., a Rehabilitation Nurse

Each consultant individually spent a period of time in each of the four mobile units. They provided the Teacher/Coordinators with an in-depth discussion on such topics as "Techniques of Communications", "Test and

Measurements for the Handicapped", "Relating to People", and "Your Role in Rehabilitation." The purpose of these consultations was to evaluate the first real in-service program as well as to present a counseling philosophy and approach suitable for prospective clientele. Some of the results of this one-month consulting period included the following:

(1) Individual client's need to have some type of role identification as a person and involvement with others before they can accept goals such as work.

(2) It will be necessary for the staff to implement and teach acceptable behaviour concurrently as they teach vocational skills.

(3) Pre-screening must include pre-program testing for vision and hearing. A client with these untreated problems cannot be expected to function very well with the audio-visual equipment used in instruction.

(4) The Teacher/Coordinator must have both a clear understanding and an adequate exposure to the many types of disabilities and life styles of the students being taught.

2.11.1 Automotive and Small Engine Repair

CONCORD, MCI (MASSACHUSETTS CORRECTIONS INSTITUTE)

January 30 to March 3, 1973 & March 15 to April 6, 1973

The original pre-screening conducted by the Program Coordinator, the Director of Treatment at Concord, and the Teacher/Coordinator produced twenty-one clients. This number was soon reduced because of disciplinary reasons, parole violations, and poor security risks. It should be noted that this was the first on-site location in any Receiving Agency and many unforeseen problems were encountered. For example:

(1) The liaison person assigned to assist the Teacher/Coordinator by the Concord MCI had too many responsibilities and found himself unable to spend any reasonable time with resolving program problems. A second person was also assigned to assist and he, too, was involved in activities that prohibited any great amount of assistance. MODEL's Teacher/Coordinator spent as much time trying to locate these individuals as he did in teaching.

(2) Although it was clearly requested and agreed upon by MCI at Concord that a telephone was to be installed, it never was. Communications, therefore, between the mobile unit, the Project MODEL office, and the Receiving Agency were extremely difficult to obtain and maintain.

(3) Poor attendance resulted due to intensive "Shake Downs" by guards of the inmates in program.[1] This affected program time, and class instruction was never conducted as scheduled.

(4) A communications breakdown with MODEL and the Commissioner of Corrections resulted in the unit being removed for a period of two weeks between March 3 and 15.

(5) A limited population of about five clients in actual program was a result of the problems described above.

The program did, however, produce some good results despite the antagonizing problems encountered; such as:

(1) It was demonstrated without a shadow of a doubt that the program was adaptable to unique circumstances.

(2) Inmates actually involved in program were enthusiastic and more than willing to take advantage of the offerings.

(3) A local employer, the Taylor Rental Company, came into program and spoke of job possibilities in the industrial community. This provided added impact to the program and proved to the inmates that there are work opportunities available to individuals with appropriate knowledge and experience.

(4) Prison guards who were providing security while the inmates were in program were not only enthusiastic about the potential of MODEL's program but they actually assisted the inmates in completing some of their competencies.

(5) Three men now have jobs in related work areas as a result of skills obtained in the Automotive Unit.

(6) As a result of the aforementioned, the Teacher/Coordinator was informed of a convention of small engine repair dealers throughout New England. They are now familiar with and interested in the MODEL program.

(7) The Teacher Aide's ability to identify and relate to this population was proven as more than effective.

CROTCHED MOUNTAIN REHABILITATION CENTER

April 7 - 22, 1973

Involved in the program were seven deaf, six with special learning deficiencies, and three adult clients. Although the Unit was located in New Hampshire, the students served at this site were all Massachusetts residents. In addition to the students there were Teachers and Aides from the Center in each class - two in the morning class and two in the afternoon.

The Deaf Class completed all programs on the Lawn-Boy engine and performed troubleshooting as well. Interest in the program increased when the first group started their engine after completing the rebuilding program. The students informed the entire school of their success. When the pre-test was given, less than one percent of the questions were answered correctly. However, on the post-test the class raised their average to just over sixty-seven percent.

The Special Education group completed seventy-five percent of the sections on the Briggs & Stratton engine. There were no disciplinary problems with the class. The pre-test showed that only seven percent of the questions were answered correctly, while the post-test showed an increase in average improved to seventy-nine percent (79%).

The adult group was very diverse and so were their attitudes. One refused to come in to the program at first and had to be asked to leave upon completion of his evaluation. The other two were very interested in mechanical work in the beginning, but lost interest after seeing what was involved.

Most of the Crotched Mountain teachers felt that they benefited from viewing the program. They felt that the way the instructional media was used was informative and could be adapted to their programs.

Among the many advantages to the interfacing of MODEL's program with the Receiving Agency were the following:

(1) The agency identified the need to bring its existing programs up-to-date to better meet the needs and objectives of its population.

(2) MODEL's program motivated the Department of Education in the State of New Hampshire to investigate the possibility of having a similar program of their own.

(3) The program proved to be adaptable enough to serve a multitude of populations, each with a different learning disability.

(4) By properly coupling two clients at every station, such as a sighted person with a non-sighted person and a hearing client with a non-hearing client, the program proved to be more effective than originally anticipated.

NEW ENGLAND FARM WORKERS COUNCIL, SPRINGFIELD

April 23 - June 4, 1973

This is a private Receiving Agency that concerns itself with the problems of the Puerto Rican migrant worker in the Connecticut Valley. Similar logistical problems existed here as in Concord, MCI, such as:

(1) The population to serve was exaggerated. Initial estimates were 35 to 50 when, in actuality, there were only five or six in program.

(2) The farmworker's administration was not as well organized and capable of handling the scheduling, placement and general problems as they initially appeared to be.

(3) Program time coincided with the peak growing season. Farmworkers received no monetary compensation while in programs, so they were more desirous of working in the fields rather than obtaining an education.

Nevertheless, the students who did participate received a great deal from the program. Unfortunately, due to a lack of attendance there was an early termination of the program and students were not given the opportunity to continue with instruction.

A great deal was gained from this venture, however, as MODEL realized the need for an in-depth and effective evaluation and pre-screening with the Receiving Agency four to five days prior to the arrival of the mobile unit. It also proved that MODEL was capable of handling a population from the street. Due to the lack of clients being referred by the Receiving Agency, the Teacher/Coordinator opened his doors to interested walk-ins. As a result, several additional students entered program. Because of previous commitments, however, these individuals could not stay for the full length of time, although they did come periodically, two or three days a week, for part-time training. These clients will not be shown on program records as they were not referred by the Receiving Agency.

DAILY HAMPSHIRE GAZETTE JUNE 28, 1973

ING SALE — Roger Gullick (r) convinces program coordinator Donald Burnham vegetables from the stock at a special mobil unit set up at the Th to teach job-entry level skills to prisoners approaching the end of

BEST COPY AVAILABLE

CHELSEA RECORD JULY 18, 1973

Offer Free, Unique Program

There are still a few places available in a unique, free, program in auto tuneup given in a brand new, fully equipped, air-conditioned mobile van stationed in the yard at the Shurtleff School.

This is an individualized program which uses audio-visual aids and working models. There is a bilingual aide at the van and a complete Spanish curriculum.

All adults over 16 will be considered for the program, including those who are deaf, blind, and otherwise handicaped.

For those persons who want to learn a good trade, contact Larry Jeffus at the trailor at the Shurtleff School courtyard, or phone [illegible] between 9 a.m. and 3 p.m. on weekdays.

CHELSEA NEIGHBORHOOD YOUTH CORPS.

(Emergency Employment Act)

June 22, 1973 to Present

The Neighborhood Youth Corp is an organization designed to assist high school dropouts in the Chelsea area. The first two to three days on location were comprised of meetings with the Receiving Agency, notification of Fire Department, and police personnel, all to insure a safe and well-run program.

The Chelsea program thus far has been extremely efficient and most effective. Much more has been accomplished in a shorter period of time in regard to telephone hook-up, location, providing police escort, and taking care of general problems than ever before. MODEL has been given complete cooperation and assistance from the Receiving Agency (Mayor's office).

2.11.2 Business Education Unit

CARVER, MASS. CORRECTIONAL INSTITUTION

April 4 - May 18, 1973

The Correctional Institution at Carver is a forestry camp for about 50 men. The correctional atmosphere is quite liberal as prisoners are free to move about within the confines of the institution without any great degree of difficulty.

Initial enrollment of the morning, afternoon and evening classes was approximately 20 men. This population was reduced greatly after the first week. Factors that contributed to this sharp decline were:

(1) All of the men at the forestry camp were eligible for the work-release program. Many of them worked during conflicting times and found the morning and late morning classes inconvenient.

(2) Regular daily work schedules infringed upon instructional time and prevented the men from participating in any of the programs that they may have had an interest in.

(3) Interest in typing skills was more on a personal level than on a business level. There was little, if any, desire shown in learning specific clerical skills.

(4) Interest in learning the use of office machines was out of curiosity, rather than an opportunity for obtaining a specific job skill.

Despite the lack of an adequate population and the lack of interest on behalf of some of the clients, there were many good points that highlighted the Business Education Unit at Carver. Among these were:

(1) Six of the men adequately completed the program in automated instructional typewriting and the use of business machines.

(2) Interest in an alternative form of education on the part of the inmates was extremely high. MODEL would probably have obtained an even higher degree of success if the inmates were able to identify more closely with the potential job skills.

(3) The relaxed correctional atmosphere at Carver produced positive attitudes on the part of both the inmates and correctional officers towards the MODEL approach and its potential continued use.

(4) The business education component provided the inmates with the opportunity to improve social skills that were either dormant or totally nonexistent.

(5) The program proved to the inmates that they were not a forgotten segment of the educational society.

(6) The program gave the inmates an opportunity to talk and express their views on current events to someone from outside of the wall.

Out of the six clients who completed the program one was employed by the institution at Carver as a clerk of the works, and a second, convinced of the importance of adult education, pursued that avenue on his own.

LEARNING CENTER FOR THE DEAF, FRAMINGHAM, MASS.

May 18 - June 15, 1973

This agency is a non-profit organization formed for deaf clients in the Framingham area ranging in ages from pre-school to high school. The Learning Center is considered as an alternative system to the State School for the Deaf.

During the initial meeting between the Receiving Agency and Project MODEL, it was decided that the unit would be used for vocational exposure as it pertains to their role in the world of work, rather than a specific training period for job entry level positions in the business education area. Past experience had shown that most deaf youngsters seriously lacked social skills and are usually incapable of handling the normal day-to-day routine outside of their own deaf world. MODEL's unit was primarily used to give this population an insight as to what was expected of them when they were ready to enter the world of work.

Students were given a general overview in each of the areas of typewriting, adding machines and small office machines.

In addition to the business skills that were offered, they were provided with information on work attitudes, habits, respect for other people and respect for the equipment that they were allowed to use. The enthusiasm generated was overwhelming.

Due to the nature of the population being served, there were no parameters or guidelines for the program because of the seriousness of impairment on the part of some of these youngsters. Hearing deficiencies seemed to compound the problems of the emotionally or multiply handicapped.

The program was still considered successful and some of the advantageous aspects experienced in Framingham were:

(1) The agency was able to involve their students with outsiders which gave their clients a broader view of the things around them.

(2) One young child identified as spastic and who could not write or communicate properly, was able to improve his communicative abilities with his newly learned skills of typing.

(3) The agency is now offering a typing program that is an elective due to the involvement with Project MODEL.

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W.E. FERNALD SCHOOL

TEMPLETON FARM COLONY, TEMPLETON, MASS.

June 18, 1973 to Present

The Templeton Farm Colony is a program designed to assist adult males who are retarded but have vocational potential. Pre-screening determined that applicants must have some grasp of reality in knowing what it meant to go to school and how the learning of a skill could be put to beneficial use.

Some of the men were immediately disqualified due to the severity of their retardation and others because of their age. It was finally determined that 15 to 20 men will participate in the program with class time arranged around existing schedules of the colony.

2.11.3 Distributive Education Unit

SALEM VOCATIONAL HIGH SCHOOL, SALEM, MASS. (PROJECT PACE)

February 22 to March 22, 1973

The Salem population was male/female ranging in ages from fifteen and a half to nineteen years old. They were diagnosed as slow learners, and all were in the lower half of the Special Education class at Salem High School. The students lacked social skills and were about to be given social promotion to qualify them for graduation.

Pre-screening identified an immediate problem. This population had a definite need for both individualized attention and tailored programs to meet very specific needs. Participating in program were 10 clients ranging in ages from 15 to 18. Some of these students were receiving exposure in the regular education program at Salem High School in courses such as music and physical education. It should be emphasized that most of these students were receiving a large amount of semi-custodial care and were generally considered to have little if any chance of obtaining employment.

Due to the low attention spans, it was necessary for the Teacher-Coordinator to motivate most students by identifying available jobs in the community. With a potential job bank available to the student, the client would have the opportunity to select the type of job he or she felt they would be most interested in and then train specifically for it.

Beside specific training skills, students were given related instruction in punctuality, scheduling, telephone communication, receptionist activities, and general employer-employee relationships.

Despite the learning deficiencies of some of the students, much was accomplished as a result of in-service training at the Salem Vocational High School.

(1) Many of the students who completed the program tasted success for the first time in their lives. They were proud of their accomplishments and asked if they could invite their parents to the program to show them how well they were doing.

(2) Program made a lasting impression on the clients who were in attendance. Four to five weeks after completion of the program the Teacher-Coordinator was still receiving letters from his students asking him to please come back to the Salem area and bring some more of his program.

(3) In-service training with Project PACE identified the need for an indepth training program in various fields. This prompted Project MODEL to apply for the Learning Activity Package program from Wisconsin, which was identified at the D.E. Clubs of America Conference in Hyannis, Massachusetts.

Students from the Salem program were placed in such jobs as a dishwasher for Dunkin' Donuts, a bag boy for a local supermarket, and a clean-up boy in a used-car lot. These types of jobs may not sound very appealing, but it must be remembered that the clients who were previously considered as unemployable have now taken up productive roles in society.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA CONFERENCE, HYANNIS, MASSACHUSETTS

March 22 - March 26, 1973

The Distributive Education Program of Project MODEL was listed at the convention as an innovative, in-depth approach to serving rural communities utilizing the concept of mobility. Awareness of the program created considerable communication between teachers, agency coordinators, and Project MODEL.

MODEL's purpose in attending the convention was to alert these individuals of an alternate means of delivery for Distributive Education. The convention was ultimately responsible for the exposure of learning activity packages and prompted a trip to Wisconsin to purchase the same. The convention prompted three applications for the use of MODEL's program.

ANTIOCH COLLEGE, HARRISVILLE, NEW HAMPSHIRE

March 26 - April 2, 1973

At Antioch the unit participated in a two-day seminar in the area of special needs. The conference and seminar was attended by members of the Bureau of Special Needs in Education for New Jersey, Connecticut, Massachusetts, Vermont, and New Hampshire.

Part of the seminar included a presentation by the Director of Project MODEL to discuss alternative methods of delivery in Occupational & Special Education as well as to excite one into going back to school for their Master's in Education in Special Needs. As a result, Antioch's Graduate School of Education is providing tutorial assistance in the form of internships to Massachusetts and New Hampshire Correctional Institutions.

HAMPSHIRE CORRECTION SERVICE, NORTHAMPTON, MASSACHUSETTS

April 30 - June 27, 1973

Hampshire Correctional Service is an organization formed as a result of the Governor's Commission against crime, which ultimately produced the Safe Streets Act. The service works with the Northampton County House of Correction. Most of the clients within the house of correction range in ages from seventeen to twenty-eight and about seventy-five to eighty percent of them are there as a result of drug offenses. Pre-screening of the client population identified unstable work histories with most clients having had ten or twelve jobs in the duration of two weeks to twelve months. This problem was handled in much the same manner as the Salem program, where jobs in the area were identified before the learning activity package was presented to the student. In addition to identifying available jobs in the community, local businessmen were invited to view the instructional program and describe specific jobs and the entry level skills that would be necessary to fill the position.

Eight inmates from Hampshire Corrections completed enough competencies to fulfill the requirements for graduation. Of the eight, six are now employed. Graduation ceremonies were held with local officials attending.

To date the exposure between this agency and Project MODEL has been the most successful. Contributing factors to this are:

(1) There was an indepth pre-screening period prior to the arrival of the MODEL unit on location.

(2) Training for specific jobs known available increased enthusiasm and motivation on the part of the student.

(3) Presentations by the local employers provided realism to the program and gave the populations something to really work for.

(4) Public graduation ceremonies provided ego gratification to the students so that they had a feeling of self-worth and non-degradation.

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2.11.4 Reading Diagnosis and Evaluation Unit

IDENTIFYING SUPPORT PERSONNEL AND ESTABLISHING ADVISORY COMMITTEES

January 29 to March 9, 1973

As a result of the experimental program with the Merrimack Valley Rehabilitation Center and the one-month critique of program with consultants, the determination was made that Project MODEL's student evaluation system was far too sophisticated for the para-professionals that might be using it. These individuals not only misunderstood the terminology and how to use it but they did not understand the overall objective of the evaluation unit.

The evaluation program is distinctive in that it does not attempt to provide specific skills for clients. Its only purpose is to give an assessment of the potential avenues that their clients may travel. Teacher-Coordinators were therefore charged with the responsibility of refining the rather sophisticated Singer/Graflex Evaluation form so that the information may become relevant to the needs of the particular Receiving Agency.

In order to eliminate misunderstandings of the role of the Evaluation Unit at future sites, an Advisory Committee was put together prior to the arrival of the unit at Norfolk. It should be noted that all units have an Advisory Committee whose population is constantly changing to meet the needs of different types of populations. It was determined that the Evaluation Unit should only counsel in those areas that the Receiving Agency could ultimately substantiate with its own program after the Project MODEL unit has left the location. It is advantageous for Advisory Committee members to be made up of individuals who could lend adequate follow-up upon completion of the program. Some of the members of this Advisory Committee included representatives from the Department of Employment Security, Vocational Rehabilitation Counselors, members from the local business community who had an interest in the employment of incarcerated individuals, and a liaison person from the MCI. The result of the utilization of an Advisory Committee included:

(1) An understanding that the goals of the evaluation unit were not to provide skills for clients, but only to assess the needs of the individual whether it be medical, physical or employment oriented.

(2) The committee was to identify helping agencies in the community who would be willing to provide evaluative assistance and guidance where Project MODEL left off. Such helping agencies should include Mental Health Clinics, Family Planning Agencies, and Legal Aid Societies.

NORFOLK CORRECTIONAL INSTITUTION

March 15 - May 10, 1973

In late February, the Project MODEL Teacher-Coordinators and Program Coordinator established contact with the institution and through indicated needs decided to serve the prison population with the Project MODEL evaluation unit. The purpose was to provide Norfolk vocational personnel with relevant data on inmate career interest and aptitude.

A face-to-face screening period followed to ascertain the persons most in need of the evaluation process as it neared various parole dates. The screening was conducted within the guidelines of the Vocational Education Amendments of 1968 (PL 90-576) and clients were selected according to the classification system for the disadvantaged. Eighteen clients were screened as appropriate for program from the original list of forty-five men.

For all of the time spent at Norfolk MCI, the results produced by the Vocational Evaluation Unit were meager indeed. Literally, weeks were wasted on location in obtaining electrical service. Once in operation with nine of the pre-screened clients, further complications developed. MCI personnel failed to provide smooth operations in getting the inmates to and from the unit located outside of the prison walls. This occurred because the assigned liaison person was on vacation and the substitute was called away due to a death in his family. The tracking of client performance from day to day in the concentrated evaluation period was therefore impossible. Men came sporadically or not at all with no word to the Teacher-Coordinators as to their whereabouts.

These extensive problems produced only three complete evaluations. One man, as a result of his own persistence, managed to interview and pass the exam for entrance into the Sylvania Technical School upon his release this summer. Another Spanish speaking client was encouraged to compete for the same exam. He did and is now motivated to compete for his GED (General Equivalency Diploma). The third man was given a great deal more job awareness training than he ever had before and made contact with possible employers. Massachusetts Rehabilitation joined with MODEL's Teacher Staff in a work discussion session at the end of evaluation.

Satisfactory results with three inmates who completed the evaluation and their own individual success were the redeeming factors from the initial visit of the Evaluation Unit to this agency.

As a result of the program, however, the Superintendent of Norfolk invited MODEL back and explained that no stones would be left unturned as far as the elimination of future problems were concerned and that Norfolk was pleased with the results despite the problems that had not been foreseen.

ROXBURY TRACKING PROGRAM - YMCA AND BOY'S CLUB

May 11 - June 18, 1973

Preparation and meeting with MODEL and the Boy's Club staff took place prior to the unit move from Norfolk. "Coaches" or staff members responsible for selecting clients in the Roxbury program were designated to submit the persons they felt most needing the evaluation process as it is designed to serve their disadvantaged personnel.

Interviewing of the clients by the MODEL staff was not deemed necessary as one of the Teacher-Coordinators had worked closely with the Receiving Agency and its staff and knew the reliability of the agency to screen a population who could use the service of the unit. The Teacher-Coordinators did meet with the Roxbury staff and went over the background of the proposed clients.

A population of nine clients was selected with a back-up of nine for a second period of evaluation to be completed after the first. The Teacher-Coordinators felt that a period of at least two weeks, possibly three depending upon how clients reacted to the educational system, would be necessary to give a valid, comprehensive profile of the clients vocational and communications skills. This fact was made clear to the Receiving Agency. They were informed that they must be responsible for the client being there each and every day of the evaluation period since the curriculum of the "hands on" activities would not provide adequate readout on a client unless they give consistent attendance.

The clients selected were generally described as individuals who "lacked motivation for obtaining an education or a job skill because of a combination of environmental, cultural, and historic factors." The students were residents of economically depressed communities, areas of high youth unemployment, areas of high rates of school dropouts, city ghettos, public housing developments, urban renewal areas and model cities neighborhoods.

Even though precautions were taken ahead of time, the evaluation unit experienced a frustrating period of client absenteeism. Due to the life styles and ingrained patterns of negativism, the clients dropped in and out of the unit or didn't come at all. The planned orientation and structured hours were designed to avoid this, but even on the first day when orientation was scheduled, clients came at four or five different times during the instructional day. Memos and warnings were given to the coaches responsible to each of the individual clients, but the pattern of the unit as a "supermarket" for surveillance and sampling persisted.

Haphazard seems to be the guide word for the Roxbury experience. A feeling that the MODEL unit was there for a "new looking front and claim to change" was the general impression of the Teacher-Coordinator. Good intentions abounded, yet actions to alleviate absenteeism was never forthcoming.

There were scattered evaluations based on partial completion of vocational carrel and communications media work. Some basic diagnosis of reading levels were performed, but any sort of complete, valid profile such as that performed on the three Norfolk clients was not possible.

An incident of attempted larceny in the trailer seemed to echo the defeated preparation although the Teacher-Coordinators were fully cognizant that such things can and do occur.

The experience at Roxbury re-emphasized the basic need for indepth orientation and pre-screening of not only the students who participate in the program but of the Receiving Agency who was providing the students. Project MODEL Personnel realized that a valid evaluation could only be obtained by contact with the agency and clients three to five days prior to actual instruction. Stronger supervision of clients by the Receiving Agency, even if it means getting them out of bed and bringing them to the door, is absolutely necessary! Project MODEL's curriculum can adjust to the needs and attention spans of certain clients but it cannot adjust to an inconsistent population.

The experience at Roxbury poses an interesting question. Should Project MODEL involve the staff of the Receiving Agency more directly in

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the teaching program to help insure involved responsibility of the clients behavior? An involvement such as this might add continuity to our system and to the people that we are serving. The answer is a definite YES! Project MODEL now insists that a representative from the Receiving Agency be in attendance at both screening and part of program. This reinforces to the student the close relationship that should exist between MODEL and the Agency.

ADULT ACTIVITY CENTER, PITTSFIELD, MASSACHUSETTS

June 18, 1973 to Present

The Adult Activity Center which serves a handicapped population is a composite of three agencies in the area: Pittsfield Goodwill, Copley Halfway House and Berkshire Unlimited.

The week-long pre-visit included staff meetings, orientation to Project MODEL and informal consultations with prospective clients. Once students were selected for program, indepth associations with them were conducted, an important phase of the final screening process. Very clear deliverances were put forth to the Receiving Agency regarding their contribution to the effort. A strong liaison with direct involvement in the laboratory setting was advocated.

BERKSHIRE EAGLE JULY 12, 1973

Retarded-adult testing ends Pittsfield trial

Fourteen local retarded adults went through a job - skills - evaluation program during the last month in a mobile unit owned by the state Department of Education.

The 60-foot trailer, which cost $60,000 fully equipped, was stationed at the work activity center for retarded adults on West Street.

The state has four federally financed trailer laboratories as part of its project MODEL.

Three others

The lab that was in Pittsfield was designed for vocational evaluation and reading instruction for disadvantaged people, prisoners, and mentally and physically handicapped people.

The three other laboratories, based in Westford, are designed to provide career training in retailing, business skills, and engine repair.

William Phillip, administrator of the van that was to be removed from Pittsfield this weekend, said the electronic testing and teaching data in his van identified vocational possibilities for residents of Boston's Roxbury section and inmates of Norfolk State Prison.

One made instructor

About two weeks' are required for an individual to complete the testing and instruction battery.

Phillip said the equipment is "too sophisticated" for the retarded people who partook in the Pittsfield testing program.

"But it wasn't a waste of time," he added. "We learned we have to come up with something that offers them more individual attention," he said.

Phillip said there was one outstanding success in the Pittsfield visit. A man, who had been thought unemployable, performed so well on the tests that he was made an assistant instructor in the process.

The man, said Phillip, will be hired by Goodwill Industries to work on a job -skills - evaluation program that will start here the end of August.

Assisting Phillip was Sandy Woods, supervisor of the workshop on West Street.

2.12 Funding Sources, the 1972-73 and Fiscal Year Budget

The Vocational Education Amendments of 1968, otherwise known as Public Law 90-576 requires that a minimum of 10% of basic state grants be set aside for the physically, mentally, or emotionally handicapped and 15% for the academically and socioeconomically disadvantaged. Project MODEL, one of many projects created to provide assistance to the disadvantaged and handicapped, is totally funded from this source. All operating expenses such as insurances, salaries, rents and outright purchases of equipment and instructional aides are covered under this law. Funds must be expended by the end of their assigned fiscal year.

Project MODEL subscribes to and follows the rules and regulations of "The Federal Register," Vol. 35, Number 91, and uses as a working guide SURGE (Suggested Utilization of Resources and Guidance for Expenditures), and its revised version. All equipment and purchases are inventoried according to the specifications as set forth by the Federal Register and are appropriately labeled for easy identification and reference.

Project MODEL is also eligible under the Handicapped and Disadvantaged Amendment to receive equipment and supplies from aborted programs in the state. Presently, Project MODEL has received equipment from two such programs. This equipment is comprised of such articles as office furniture, instructional aides, paper supplies and video tape equipment.

2.12.1 Rules and Regulations for Populations Served

Presently Project MODEL has received funding from three sources under Public Law 90-576.

(1) Handicapped - for persons mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed or crippled.

(2) Disadvantaged - for persons who have academic, socio-economic, cultural, or other handicaps, that prevent them from succeeding in vocational education.

(3) Research - used for the research and development of new alternative approaches to rehabilitating the handicapped and disadvantaged individual and placing him/her in a productive role in society.

SURGE additionally identifies three requirements for the expenditure of funds and states:

> The Vocational Education Amendments of 1968 are restrictive in specifying eligibility for the disadvantaged or handicapped to avoid dissipation or commingling of earmarked funds in regular vocational education programs. However, once a person is identified as needing special help to succeed, the form or type of vocational education actions authorized to overcome the disadvantage or handicap is essentially unrestricted. Requirements of the statute specify (1) that the inability to succeed in a regular vocational program be the basis for identifying the disadvantaged and handicapped; (2) that individuals, not groups, be so identified; and (3) that the inability to succeed be a result of a condition, and not a cause.

These requirements are further explained in the SURGE Report, Pages four through six.*

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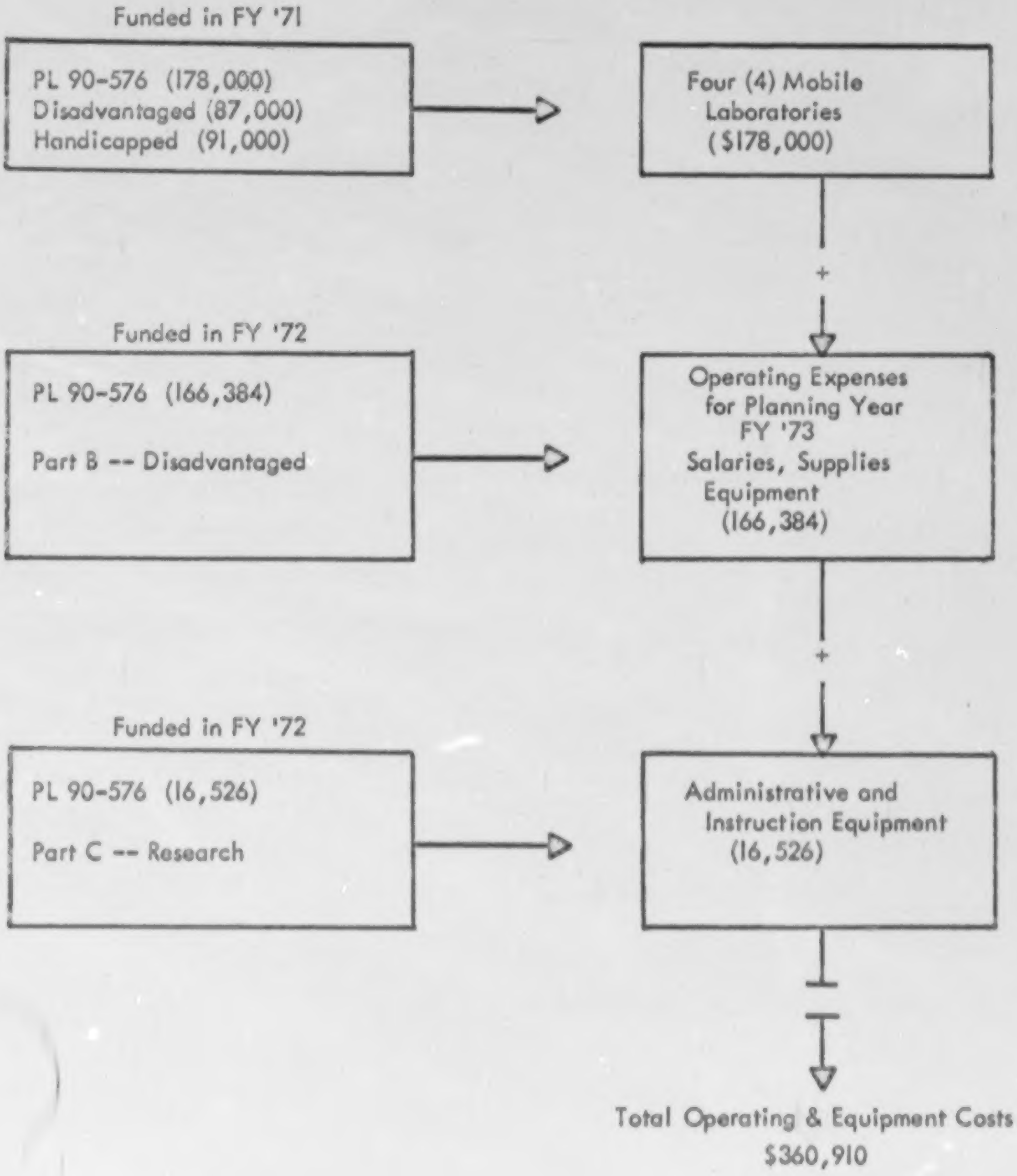
* Suggested Utilization of Resources and Guide for Expenditures, Bureau of Adult, Vocation and Technical Education, U.S. Office of Education, February 1970.

ACCOUNTABILITY AND DISPOSITION OF FUNDING SOURCES FROM INCEPTION (1971) TO TERMINATION OF FISCAL YEAR -- (1973)


Funded in FY '71
PL 90-576 (178,000)
Disadvantaged (87,000)
Handicapped (91,000)
Four (4) Mobile Laboratories ($178,000)
+
Funded in FY '72
PL 90-576 (166,384)
Part B -- Disadvantaged
Operating Expenses for Planning Year FY '73
Salaries, Supplies Equipment
(166,384)
+
Funded in FY '72
PL 90-576 (16,526)
Part C -- Research
Administrative and Instruction Equipment
(16,526)
Total Operating & Equipment Costs
$360,910

Project MODEL
BUDGET ACCOUNTING

Part B Disadvantaged
Year End - June 30, 1973

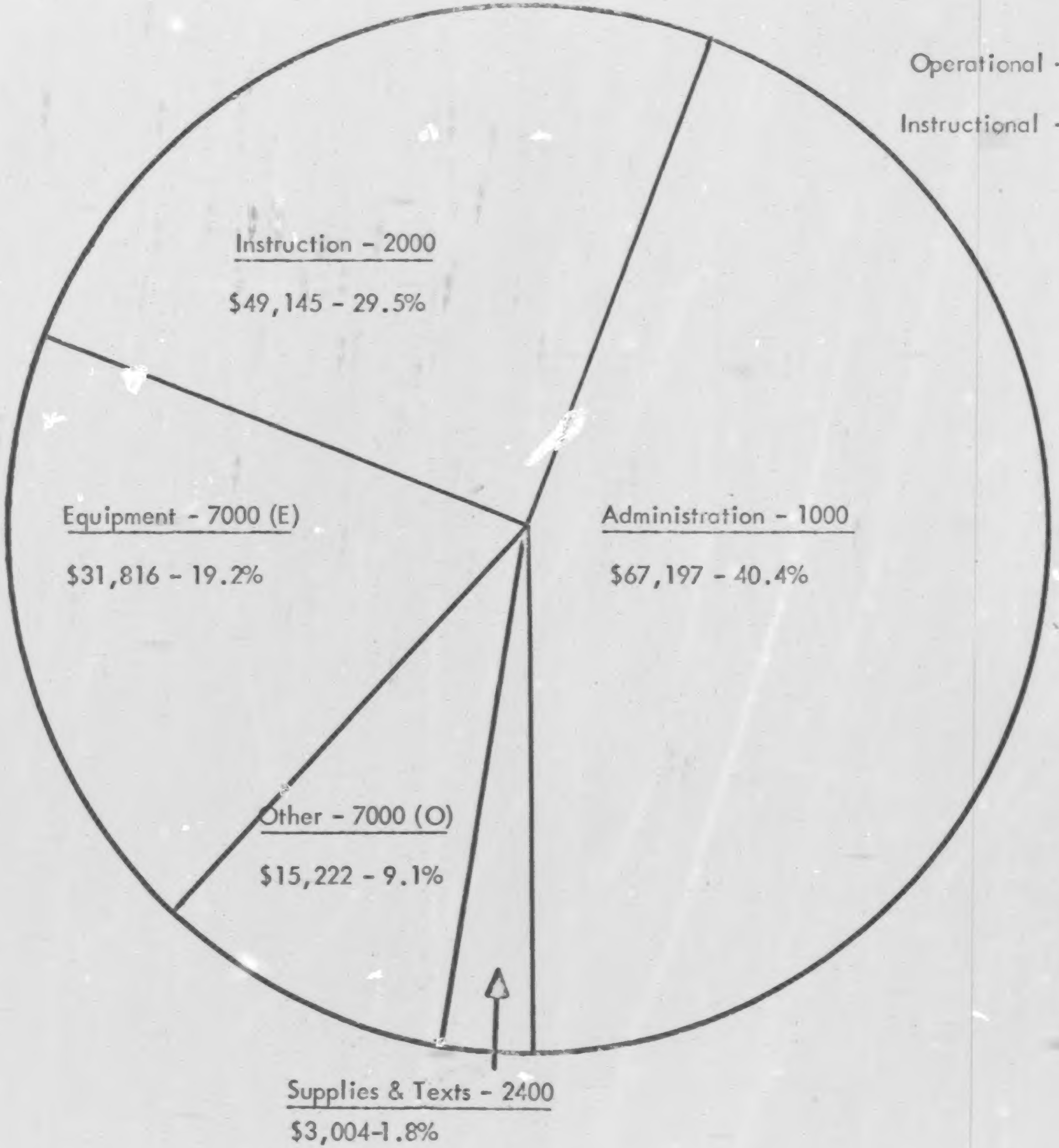
Period from July 1972 to June 1973

No.	Account	Adm. 1000	Inst. 2000	Supplies & Texts 2400	Placement 2700	Other 7000 (O)	Equipment 7000 (E)	TOTAL
02	Salaries	38,428	34,396					72,824
03	Services Non-Employees	6,764	2,840					9,604
06	Housekeeping Supplies	600	200					800
08	Heat & Other Plant Operation							
10	Travel	4,105	5,022			840	1,590	11,557
11	Advertising & Printing	1,847	239	14				2,100
12	Maintenance & Repairs	40	790	551		54	581	2,016
13	Special Supplies & Expenses	340	975	1,886		2,082	380	5,663
14	Office & Administration	13,341	457	553		3,381	152	17,884
15	Equipment	93	3,116			5,951	29,113	38,273
16	Rentals	357				2,914		3,271
20	Pension & Benefits	1,282	1,110					2,392
	Expended to Date	67,197	49,145	3,004	-0-	15,222	31,816	166,384
	Budgeted (with authorized Changes)	67,197	49,145	3,004	-0-	15,222	31,816	166,384
	Balance	-0-	-0-	-0-	-0-	-0-	-0-	-0-

Part B Disadvantaged Funds - Year End June 30, 1973 by Account Number

Operational - $82,419 = 49.5%

Instructional - $83,965 = 50.5%



Account #	Category
1000	Operational
2000	Instructional
2400	Instructional
7000 (O)	Operational
7000 (E)	Instructional

PART "C" RESEARCH

Purchased	P.M. #	Description	P.O. #	Cost
	054	Executive Chair	1001	$ 165.55
	061	Desk w/return	1001	231.50
	None	Floor mats (2)	1002	60.00
	065	Secretary Chair	1002	72.00
	018 019	Two Metal Stand Swivel Armchairs	1002	248.82
	013	Conference Table	1003	380.00
	015 016 017	Metal Stand Swivel Armchairs (3)	1004	373.23
	014	Metal Stand Swivel Armchair	1005	124.41
	064	Desk Top (changed to) Lateral file top	1005	200.40
6-27-72	409 to 412 426 to 434	Reading Program: (Consumer Affairs) " " " "	1006	999.00
6-27-72	241	Checker Training Program	1007	999.00
6-27-72	939 940	Part Automated Teaching Machine Changed to Mark 7 A.V. Projec. & Screen	1008	995.00
6-27-72	937 938	Advance Small Engine changed to Mark 7 A.V. Projector & Screen	1009	999.00
6-27-72	935 936	Marine Engine Technician changed to Mark 7 A.V. projector & screen	1010	985.00
6-27-72	933 934	Chain saw changed to Mark 7 A.V. Projector and screen	1011	999.00
6-27-72	None	Ramp Unit #71015	1012	999.00
6-27-72	082	IBM Selectric typewriter	1013	425.00
6-27-72	None	Ramp Unit #71016	1014	999.00
6-27-72	None	Ramp Unit #71017	1015	999.00
6-27-72	None	Ramp Unit #71018	1016	999.00
6-27-72	None	Design for Ramp (Handicapped)	1017	999.00
6-27-72	None	Signs for Mobile Units	1018	800.00
6-27-72		Trailer Supplies:	1019	75.00
	020 to 023 035	Beige chairs (5)		
	074	Program Coordinator's Desk	1019	188.99
	075	Program Coordinator's Chair	1019	124.41
	052	Project Director's Desk	1019	200.40
6-27-72	083 084	Calculator and Battery charger	1020	320.00
6-27-72	062	Two-drawer lateral file (1)	1021	483.00
	071 072	Five-drawer standard file (2)	1021	
6-27-72	024	Planning Board and Accessories	1022	450.00
6-27-72	091 095 096	Dictating Units	1023	630.00
			Total	$ 16,514.71

2.13 Inventory

Federal regulation 102.131 of the Federal Register volume 35, number 91, part 2; Department of Health, Education and Welfare, Office of Education; states:

> "Each state board and each local educational agency shall maintain inventories of items of equipment acquired by it with funds under the act, and costing more than $ 200 per unit. These inventories shall be maintained at least until depreciation of such equipment results in a fair market value of less than $ 200 per unit or until its disposition in accordance with 102.130. The records of inventories required by this section shall be subject to the records retention requirements of 102.129."

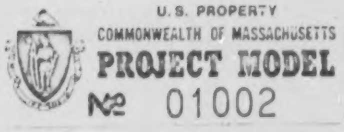
A physical inventory of all equipment funded or acquired has been conducted by Project MODEL staff and is indicated in the following pages using identification tags as shown below for the following purposes:

(1) Inventory

(2) Accountability of funding

(3) Insurance purposes

(4) Follow-up and tracking



U.S. PROPERTY
COMMONWEALTH OF MASSACHUSETTS
PROJECT MODEL
№ 01002

INDEX TO INVENTORY AND EQUIPMENT PURCHASES

Mobile Unit	Identification Number	Teacher-Coordinator
Automotive & Small Engine Repair Unit	71015	Larry Jeffus
Business Education Unit	71016	Paula Mellett
Distributive Education Unit	71017	Donald Burnham
Reading Diagnosis and Evaluation Unit	71018	William Philipp, Leo Osgood

Inventory Identification Number

Office	00001-00099 + 00500-00599
Automotive & Small Engine Repair Unit	00100-00199 + 00600-00699
Distributive Education Unit	00200-00299 + 00700-00799
Business Education Unit	00300-00399 + 00800-00899
Reading Diagnosis and Evaluation Unit	00400-00499 + 00900-00999

Funding and Surplus Equipment Sources Identification

Type of Funding Sources	Description	Funding Code
PL 90-576 Part B Handicapped	Original Turnkey Package	1
Part B Disadvantaged	Funds Expended by 6/30/72 $178,000	1
PL 90-576 Part C Research	Funds Expended Prior to 6/30/72 - $16,526	2
PL 90-576 Part B Disadvantaged	Funds Expended Between 7/1/71 - 6/30/73 - $166,384	3
NES - Northern Educational Services, Inc.	Aborted Program (TV Equipment)	4
DYS - Department of Youth Services	Aborted Program (Furniture, Office Supplies, Instructional Equipment, Typewriters, Books, Etc.)	5
PL 90-576 Part B Disadvantaged	For operational and FY '74 To be expended prior to 6/30/74 - $40,000	6
PL 90-576 Part 102.B Disadvantaged	For operational and FY '74 To be expended prior to 6/30/74 - $166,000	7
PL 90-576 Part B Disadvantaged	For operational and FY '74 To be expended prior to 6/30/75 - $25,301	8

PROJECT MODEL
INVENTORY LIST

Office
Unit # and Description

6 /29/
Date

Item & Model #	Add. P	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Kodak Ektagraphic Visual Maker Kit w/Handle (Contents ~~Labels Set)~~		00001	None	$108.00	None	1	New	
Instamatic X-35 Camera		00002	None	PM 00001	None	1	New	
Kodak Visual Stand Large		00003	None	PM 00001	None	1	New	
Kodak Visual Stand Small		00004	None	PM 00001	None	1	New	
"What is Business?" 16 mm Film		00005	None	140.00	1129	3	New	
"Your New Job" 16 mm Film		00006	None	140.00	1129	3	New	
"I Want to Work For Your Company" 16 mm Film		00007	None	140.00	1129	3	New	
Park Sherman Inc. Postage Meter		00008	None	10.00	None	5	Like New	
Norelco Tape Recorder/ and Pedal		00009	318942	189.00	None	5	Like New	
Norelco Transcriber		C0010	88495	189.00	None	5	Like New	
Halco First Aid Kit		00012	None	18.50	None	5	Like New	Complete
Conference Table (Black)		00013	None	380.00	1003	2	Like New	
							Like	

PROJECT MODEL
INVENTORY LIST

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Office
Unit # and Description

6 /29 /7
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Swivel Chair for Conf.Tabl		00015	None	$124.41	1004	2	New	
Swivel Chair for Conf.Tabl		00016	None	124.41	1004	2	New	
Swivel Chair for Conf.Tabl		00017	None	124.41	1004	2	New	
Swivel Chair for Conf. Table		00018	None	124.41	1002	2	New	
Swivel Chair for Conf.Tabl		00019	None	124.41	1002	2	New	
Beige Metal Folding Chair		00020	None	15.00	1019	2	New	
Beige Metal Folding Chair		00021	None	15.00	1019	2	New	
Beige Metal Folding Chair		00022	None	15.00	1019	2	New	
Beige Metal Folding Chair		00023	None	15.00	1019	2	New	
Omni-Visual Planning Board		00024	None	450.00	1022	2	New	
EDI Mobile Equipment Cart		00025	None	78.00	None	1	New	
Oxford Portable File Folder (Blue)		00026	None	24.00		3	New	
Brown Executive Chair								

PROJECT MODEL

INVENTORY LIST

Office
Unit # and Description

6 /29/
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
International 16 mm Movie Projector		00028	26273	$600.90	None	1	New	
Singer/Grayflex AutoStudyMate		00029	S00 8400	77.78	None	1	New	Needs Repair
Video Tape Table Top Shelf Wood		00030	None	12.00	None	5	Like New	
Gray Typewriter Table		00031	None	30.00	1133	3	New	
Gray Typewriter Table with Woodlike Top		00032	None	30.00	1133	3	New	
Work Table Green		00033	None	20.00	None	5	Like New	
Norelco Tape Transcriber with Foot Pedal		00034	319406	189.00	None	5	Like New	
Beige Metal Desk Fold. Chair		00035	None	15.00	1019	2	New	
Seth Thomas Wall Clock		00036	None	12.00	None	5	Like New	
Seth Thomas Wall Clock		00037	None	12.00	None	5	Like New	
Three Seater Blue Settee		00038	None	45.00	None	5	Like New	
Three Seater Blue Settee		00039	None	45.00	None	5	Like New	
						5		

PROJECT MODEL
INVENTORY LIST

Office
Unit # and Description

6 / 29/
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Two Seater Blue Settee		00041	None	$37.00	None	5	Like New	
One seater Blue Chair		00042	None	28.00	None	5	Like New	
One Seater Blue Chair		00043	None	28.00	None	5	Like New	
One Seater Blue Chair		00044	None	28.00	None	5	Like New	
One Seater Blue Chair		00045	None	28.00	None	5	Like New	
One Seater Blue Chair		00046	None	28.00	None	5	Like New	
One Seater Blue Chair		00047	None	28.00	None	5	Like New	
One Seater Blue Chair		00048	None	28.00	None	5	Like New	
One Seater Blue Chair		00049	None	28,00	None	5	Like New	
One Seater Blue Chair		00050	None	28.00	None	5	Like New	
One Seater Blue Chair		00051	None	28.00	None	5	Like New	
Executive Desk for Project Director		00052	None	200.40	1019	2	New	
Bookshelf, 3 section with								

PROJECT MODEL
INVENTORY LIST

Office
Unit # and Description

6 / 29
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Black Executive Desk Chair Formica		00054	None	$165.55	1001	2	New	
Walnut Coffee Table 30" x 18" x 19"		00055	None	22.00	None	5	Like New	
Walnut Coffee Table 30" x 18" x 19"		00056	None	22.00	None	5	Like New	
Walnut Coffee Table 30" x 18" x 19"		00057	None	22.00	None	5	Like New	
Bulletin Board 9' x 30"		00058	None	20.00		3	New	
Walnut Formica Coffee Table 48" x 20" x 13"		00059	None	26.00	None	5	Like New	
Walnut Formica Coffee Table 48" x 20" x 13"		00060	None	26.00	None	5	Like New	
Executive Secretarial Desk Black/White Top/Typing Table		00061	None	231.50	1001	2	New	
Lateral File Two-Drawer Black		00062	None	120.75	1021	2	New	
Lateral File Two-Drawer Black		00063	None	120.75	1021	2	New	
Walnut Wood Top for Lateral Files		00064	None	200.40	1005	2	New	
Black Fabric Secretarial Chair		00065	None	72.00	1002	2	New	
							Like	

PROJECT MODEL
INVENTORY LIST

Office
Unit # and Description

6 / 29/
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Black Secretarial Chair		00067	None	80.00	None	1	New	
Five Drawer File Cabinet with Lock -- Green		00068	None	50.00	None	5	Like New	
Five Drawer File Cabinet with Lock -- Green		00069	None	50.00	None	5	Like New	
Five Drawer File Cabinet with Lock -- Green		00070	None	50.00	None	5	Like New	
Five Drawer File Cabinet without Lock -- Black		00071	None	181.12	1021	2	New	
Five Drawer File Cabinet without Lock -- Black		00072	None	181.12	1021	2	New	
Storage Coat Closet Black 36" x 24" x 78"		00073	None	92.65	1194	3	New	
Program Coordinator Desk Black/Walnut Top		00074	None	188.99	1019	2	New	
Black Desk Chairw/Arms for Program Coordinator		00075	None	124.41	1019	2	New	
Bulletin Board 60" x 31"		00076	None	15.00		3	New	
Bulletin Board 96" x 48"		00077	None	None	None	None	New	DONATED
Typewriter Chiar--Green		00078	None	29.00	None	5	Like New	
Beige Storage Cabinet		00079	None	25.00	None	5	Like New	

PROJECT MODEL
INVENTORY LIST

Office
Unit # and Description

6 /29 /
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Work Table--Green		00080	None	20.00	None	5	Like New	
Citizen Accountant Adding Machine		00081	S400777	295.00	None	5	Like New	
IBM Executive Typewriter		00082	8356 633	425.00	1013	2	New	
Cannon Pocketronic Calculator		00083	3842 09	220.00	1020	2	New	
Cannon Pocketronic Battery Charger		00084	None	100.00	1020	2	New	
Sharp Electronic Calculator		00085	1513310	385.00	None	5	Like New	
Rolodex File (Small)		00086	None	10.00	1019	3	New	
Zenith AM/FM Radio		00087	3015 328	31.00	None	5	Like New	
Rolodex File 22542		00088	None	19.00	None	5	Like New	
Olivetti Typewriter		00089	5369 422	240.00	1133	3	New	
Olivetti Typewriter		00090	5369 385	240.00	1133	3	New	
Grundig Stenorette with Foot Pedal		00091	0150 68	630.00	1023	2	New	
Royal Legal Standard			9707				Like	

PROJECT MODEL
INVENTORY LIST

Office
Unit # and Description

6 /29 /
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Person to Person Making Communication Work for You Film		00093	None	$140.00	1129	3	New	
What You Look Like to Others		00094	None	140.00	1129	3	New	
Grundig Portable Typewriter		00095	702043	PM 00091	1023	2	New	
Grundig Portable Transcriber		00096	None	PM 00091	1023	2	New	
16 mm Film "Prejudice"		00097	None	360.00	1130	3	New	
Norelco Port. Typewriter		00098	55401	21.00	None	5	Like New	
Remington Standard Typewriter		00099	M697 750	225.00	None	5	Like New	Given to Div. Occ. Ed. 7/2
Sony Video Rover		00500	31331	1495.00	None	4	Like New	
Sony Video Camera		00501		PM 00099	None	4	Like New	
Sony Video Monitor		00502	14103	195.00	None	4	Like New	
Sony Power Adapter		00503	32445	PM 00099	None	4	Like New	
Sony Battery Pack		00504	1272	PM 00099	None	4	Like New	
F16-64mm				PM			Like	

PROJECT MODEL

INVENTORY ADDENDUM

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CONSUMABLES
ITEM DESCRIPTION

OFFICE
MOBIL UNIT #

PROJECT MODEL #

6 /29 /
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
2 Reams Pink Parsons Bond		1 Ream Parsons Green Bond	
2 Reams Green Parsons Bond		1 Ream Parsons Pink Bond	
1 Ream Goldenrod Mimeo		4 Reams Weston Blue Bond	
6 Reams Blue Weston Bond		1 Case Manila File Folders	
2 Reams White Parsons Bond		1 Box Sphinx Carbon Paper	
7 Reams White Weston Bond		2 Boxes Project MODEL Envelopes	
2 Reams White Reclamation Mimeo		5 Binders for Computer Run-Offs	
15 Pads White 8½ x 11 Ruled		8 Binders (ERW)	
3 Pkgs. White 8½ x 11 Plain (18 Pads)		1 Box Transparent Sheet Protectors	
1 Box 6 3/4 White Envelopes		1 Box Report Covers (Brown)	
5 Boxes Manila Filing Folders		1 Binder on Working Papers Inc.	
4 Boxes Large White Envelopes		6 Typewriter Erasers	
13 Rolls Adding Machine Tapes		2 Round Pencil Erasers	
12 Dozen Pencils		1 Box Chalk	
5 Bottles Glue		1 Box Swingline Staples	
1 Dozen Pencil Erasers		1 Box Pencils	
2 Boxes Swingline 5000 Staples		7 Pens	
2 Rolls Scotch Tape		½ Bottle Glue	
12 Inked Ribbons (Electric Typewriter)		1 Box 7 x 10 Clasp Envelopes	
2 Boxes Chalk		1 Box 10 x 12 Clasp Envelopes	
10 Steno Pads		4 Cases Manila File Folders	
1 Large Box Acco Fasteners		6 Cases White Reclamation Mimeo	
3 Boxes of 100 Thumbtacks		1 Case Goldenrod Bond	
1 Large Box Paper Clips		1 Ream Western Bond White	
1 Box Giant Gem Paper Clips			
00 5 x 8 Index Cards			
1 Case D.P. Cards (Key Punch)			
[illegible] Boxes D.P. Cards (Key Punch)			
[illegible] Reams Xerox 4024 White Paper ✓			

PROJECT MODEL

INVENTORY ADDENDUM

MISCELLANEOUS EQUIPMENT
ITEM DESCRIPTION

OFFICE
MOBIL UNIT #

PROJECT MODEL #

6 /29 /
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
2 Mini Norelco Tapes			
1 Swingline Stapler			
1 Three Hole Paper Punch			
1 Acco Two Hole Punch			
1 Petite Postage Scale (1 lb.)			
1 Pair of Scissors			
6 Ruler (12")			
2 Desk Calendars			
1 Desk Pad			
1 Box Manila Vertical Guides			
1 First Aid Kit			
1 Vaccum Cleaner			
1 Broom			
1 Gestetner Operating Booklet			
4 DeJur Grundig Tapes			
1 IBM Tape Recorder			
1 IBM Tape			
1 Stapler			
2 Gray File Boxes			
2 Rulers (18")			
1 Nylon Hair Brush			
2 Typewriter Key Cleaner Brushes			
4 Letter Openers			
1 Webster Pocket Dictionary			
14 One Hour Video Tapes			
10 Half-Hour Video Tapes			

P R O J E C T M O D E L

I N V E N T O R Y A D D E N D U M

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TEACHER AIDS
ITEM DESCRIPTION

Office
MOBIL UNIT #

PROJECT MODEL #

6 /29 /
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
Volume I & II The Seventh "Mental Measurements Yearbook"			
1 Vocational Education in Correctional Institutions			
1 Financial Management System			
1 What Every Supervisor Should Know			
1 Modern Elementary Curriculum			
1 Massachusetts State Plan for Vocational Education			
1 Dictionary of Occupational Titles, Volume I & II			
1 Supplement to Division of Occupational Titles			
1 Principles of Public School Accounting Handbook			
1 Crime and Delinquency			
1 Administrator's Catalog			
2 Police & Probation Procedures in Juvenile Cases in Mass.			
1 Correctional Records Information System (Terminal Operator's Handbook)			
1 CRI Sys (System Description)			
1 Coronet Films for Education			
1 Social Worker Vol. 17 #4			
1 Social Worker Vol. 17 #5			
1 Social Worker Vol. 18 #1			

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PROJECT MODEL
INVENTORY LIST

71015--Automotive Unit
Unit # and Description

5 /20 /
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Harley Davids Engine M65		00100	7521	$ 2250.50	None	1	New	
Growler Tester		00101	23559	PM 00100	None	1	New	
Starter Motor		00102	4102C	PM 00100	None	1	New	
Bench Vise 175		00103	None	PM 00100	None	1	New	
Power Arm		00104	None	PM 00100	None	1	New	
Support Bracket		00105	None	PM 00100	None	1	New	
Mark 9 Slide/ Sound BC Projector		00106	11756	1200.00	None	1	New	
Sawyer's Mirascreen		00107	1124 050	PM 00106	None	1	New	
Engine--13B--92 Oral & Roberts		00108	None	PM 00100	None	1	New	
Power Arm		00109	None	PM 00100	None	1	New	
Mounting Bracket		00110	None	PM 00100	None	1	New	
Mark 9 Slide/Sound BC Projector		00111	11770	1200.00	None	1	New	
				PM				

PROJECT MODEL
INVENTORY LIST

BEST COPY AVAILABLE

71015--Automotive Unit
Unit # and Description

5 /20 /
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Torque Wrench		00113	11127	PM 00100	None	1	New	
Ignition Analyzer		00114	29544	PM 00100	None	1	New	
Lawn Boy D408 Engine		00115	678999	2250.00	None	1	New	
Lawn Boy D408 Engine		00116	5847 635	PM 00115	None	1	New	
Lawn Boy D408 Engine		00117	5847 698	PM 00115	None	1	New	
Lawn Boy D408 Engine		00118	5847 677	PM 00115	None	1	New	
Lawn Boy D408 Engine		00119	6012 001	PM 00115	None	1	New	
Briggs&Stratton 3 HP Engine		00120	C218 946	2250.00	None	1	New	
Briggs&Stratton 3HP Engine		00121	C737 095	PM 00120	None	1	New	
Briggs&Stratton 3HP Engine		00122	C250 988	PM 00120	None	1	New	
Briggs&Stratton 3HP Engine		00123	C250 608	PM 00120	None	1	New	
Briggs&Stratton 3HP Engine		00124	C218 967	PM 00120	None	1	New	
[illegible]		00125	C218	PM	[illegible]	1	New	

PROJECT MODEL
INVENTORY LIST

71015--Automotive Unit
Unit # and Description

5 / 20,
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Tecumseh 3½HP Engine		00126	1334A	PM 00100	None	1	New	
Mark 9 Slide/Sound Projector		00127	11768	1200.00	None	1	New	
Mark 9 Slide/Sound Projector		00128	11750	1200.00	None	1	New	
Mark 9 Slide/Sound Projector		00129	11748	1200.00	None	1	New	
Mark 9 Slide/Sound Projector		00130	11779	1200.00	None	1	New	
Mark 9 Slide/Sound Projector		00131	11774	1200.00	None	1	New	
Mark 9 Slide/Sound Projector		00132	11767	1200.00	None	1	New	
Mark 9 Slide/Sound Projector		00133	11782	1200.00	None	1	New	
Mark 9 Slide/Sound Projector		00134	11764	1200.00	None	1	New	
Sawyer's Micrascreen		00135	None	PM 00127	None	1	New	
Sawyer's Micrascreen		00136	None	PM 00128	None	1	New	
Sawyer's Micrascreen		00137	None	PM 00129	None	1	New	
				PM				

PROJECT MODEL
INVENTORY LIST

71015--Automotive Unit
Unit # and Description

5 /20
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Sawyer's Mikrascreen		00139	None	PM 00131	None	1	New	
Sawyer's Micrascreen		00140	None	PM 00132	None	1	New	
Sawyer's Micrascreen		00141	None	PM 00133	None	1	New	
Sawyer's Micrascreen		00142	None	PM C0134	None	1	New	
Shetland Sweeper Vacuum		00143	None	43.50	None	None	New	DONATED
Pem-All BC 23/4 Fire Extinguisher Mod 207		00144	None	12.50	None	1	New	Needs Recharging
Dadco Burglar Alarm		00145	None	50.00	None	1	New	
Dadco Burglar Alarm		00146	None	50.00	None	1	New	
Polaroid Colorpack III		00147	None	39.95		3	New	
Ampex Micro Cartridge AM/FM Stereo 87R		00148	2100 319	242.00	None	1	New	
Johnson & Johnson First Aid		00149	None	15.49	None	1	New	
Card Time Clock Holder		00150	None	8.00	1043	3	New	
[illegible]		00151	JC[illegible]	163.0[illegible]	1043	3	New	

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PROJECT MODEL INVENTORY LIST

71015--Automotive Unit
Unit # and Description

5 /20 /
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Sony AV3650 Video Tape Recorder		00152	34107	$995.00	None	4	Like New	
Sony AVC 3210 Video Camera		00153	22611	800.00	None	4	Like New	
Sony Electronic View-finder AVF 3200		00154	56592	800.00	None	4	Like New	
Sony F16 64 mm Zoom Lens		00155	2252 94	190.00	None	4	Like New	
Sony VCT-2A Tripod		00156	61217	49.00	None	4	Like New	
Remote Sony Channel 4RF Unit		00157	45572	45.00	None	4	Like New	
Colortron Floodlight 108=005 with Holder		00158	None	15.25	None	4	Like New	
International ST 16 MM Projector and Lens		00159	25503	600.90	None	1	New	
Sankor Zoom Converter		00160	None	65.00	None	4	Like New	
Dukane Cassette Micromatic Slide/Sound Projector 28N9A		00161	381404	220.52	None	1	New	
Bessler Century Overhead Projector		00162	94496	138.00	None	1	New	
Mobile Equipment Carrier		00163	None	76.20	None	1	New	
			E493					

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71015--Automotive Unit
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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Black Two Drawer File Cabinet		00165	None	$ 40.00	1099	3	New	
Kodak Model AF2 with F3.5 Lens Carousel Projector		00166	1769 708	174.44	None	1	New	
Panasonic Electric Pencil Sharpener		00167	00096	15.90	None	1	New	
Coxco Slide/Sound Projector w. Remote Microphone		00168	1201 163	474.00	None	1	New	
Sun Scope SS87 Diagnostic Scope		00169	31A4 986	777.00	None	1	New	
Operating Engine Board		00170	None	5221.00	None	1	New	
Auto Engine Testing Board		00171	None	PM 00170	None	1	New	
Auto Engine Testing Board		00172	None	PM 00170	None	1	New	
Auto Engine Testing Board		00173	None	PM 00170	None	1	New	
Auto Engine Testing Board		00174	None	PM 00170	None	1	New	
Auto Engine Testing Board		00175	None	PM 00170	None	1	New	
Auto Engine Testing Board		00176	None	PM 00170	None	1	New	
				PM				

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71015--Automotive Unit
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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Auto Engine Testing Board		00178	None	PM 00170	None	1	New	
Auto Engine Testing Board		00179	None	PM 00170	None	1	New	
Auto Engine Testing Board		00180	None	PM 00170	None	1	New	
Auto Ignition Wiring Board		00181	None	PM 00170	None	1	New	
Auto Ignition Wiring Board		00182	None	PM 00170	None	1	New	
Auto Ignition Wiring Board		00183	None	PM 00170	None	1	New	
Auto Ignition Wiring Board		00184	None	PM 00170	None	1	New	
Auto Ignition Wiring Board		00185	None	PM 00170	None	1	New	
Auto Ignition Wiring Board		00186	None	PM 00170	None	1	New	
Auto Ignition Wiring Board		00187	None	PM 00170	None	1	New	
Auto Ignition Wiring Board		00188	None	PM 00170	None	1	New	
Auto Ignition Wiring Board		00189	None	PM 00170	None	1	New	
				PM				

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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Automotive Ignition Wiring Board		00191	None	PM 00170	None	1	New	
Auto Ignition Wiring Board		00192	None	PM 00170	None	1	New	
Auto Ignition Wiring Board		00193	None	PM 00170	None	1	New	
Auto Ignition Wiring Board		00194	None	PM 00170	None	1	New	
Auto Ignition Wiring Board		00195	None	PM 00170	None	1	New	
Auto Ignition Wiring Board		00196	None	PM 00170	None	1	New	
Auto Ignition Wiring Board		00197	None	PM 00170	None	1	New	
Auto Ignition Wiring Board		00198	None	PM 00170	None	1	New	
Auto Ignition Wiring Board		00199	None	PM 00170	None	1	New	
Auto Ignition Wiring Board		00600	None	PM 00170	None	1	New	
Black Executive Chair		00601	None	50.15	None	1	New	
Sony TV Monitor CVM 1920		00602	15704	270.00	None	4	Like New	
				PM				

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71015--Automotive Unit
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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Mobile Tripod		00604	None	$ 45.00	None	4	Like New	
Singer/Grayflex Studymate		00605	S007 719	77.78	None	1	New	
Singer/Grayflex Studymate		00606	S008014	77.78	None	1	New	
Singer/Grayflex Studymate		00607	S008552	77.78	None	1	New	
Singer/Grayflex Studymate		00608	S007741	77.78	None	1	New	
Singer/Grayflex Studymate		00609	S008177	77.78	None	1	New	
Singer/Grayflex Studymate		00610	S007608	77.78	None	1	New	
Singer/Grayflex Studymate		00611	S007342	77.78	None	1	New	
Singer/Grayflex Studymate		00612	S008568	77.78	None	1	New	
Singer/Grayflex Studymate		00613	S008553	77.78	None	1	New	
Singer/Grayflex Studymate		00614	S007939	77.78	None	1	New	
Singer/Grayflex Studymate		00615	S007620	77.78	None	1	New	

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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Singer/Grayflex Studymate		00617	S007740	$ 77.78	None	1	New	
Singer/Grayflex Studymate		00618	S008000	77.78	None	1	New	
Ampex Stereo Speaker		00619	None	PM 00148	None	1	New	
Ampex Stereo Speaker		00620	None	PM 00148	None	1	New	
Training With the Pros Volt Meter & Lead		00621	7533	PM 00170	None	1	New	
Training with the Pros Volt Meter & Lead		00622	5125	PM 00170	None	1	New	
Training with the Pros Volt Meter & Lead		00623	7530	PM 00170	None	1	New	
Training with the Pros Volt Meter & Lead		00624	5123	PM 00170	None	1	New	
Training with the Pros Volt Meter & Lead		00625	7529	PM 00170	None	1	New	
Volt Meter & Lead Training with the Pros		00626	7784	PM 00170	None	1	New	
Training with the Pros Volt Meter & Lead		00627	5005	PM 00170	None	1	New	
Training with the Pros Volt Meter & Lead		00628	7516	PM 00170	None	1	New	
Training with the Pros				PM				

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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Training with the Pros Volt Meter		00630	4735	PM 00170	None	1	New	
Fast Forward for Track Rewind		00631	None	$89.50	1068	3	New	
Merc-O-Tronic Tachometer		00632	2255T	PM 00170	None	1	New	
TR/SIT Drehzahlmesser		00633	None	PM 00170	None	1	New	
Service Equipment Cart		00634	None	78.80	None	1	New	
Universal Small Engine Test Stand		00635	None	PM 00170	None	1	New	
Compression Gauge 300 lbs. 302		00636	None	8.90	1033	3	New	
Vacuum Gauge 26 Lbs. 303		00637	None	4.08	1033	3	New	
1972 302 Ford Mustang V8		00638	2FHC0886	2000.00	None	1	New	
Snap-On Tool Set	*	00639	2413	PM 00170	None	1	New	
Snap-On Tool Set	*	00640	2651	PM 00170	None	1	New	
Ditzler Fireproof Cabinet		00641	None	27.95	1065	3	New	

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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Power Timing Light M45		00643	22A9 8112	$ 44.00	None	1	New	
Kelsey Stuart M600 Battery Charger		00644	None	PM 00170	None	1	New	
Sun Electric Volt Amp Tester VAT28		00645	12A2 6A67	PM 00170	None	1	New	
Portable Test Stand PJS 18		00646	28807	PM 00170	None	1	New	
Empty Every Night Fire-proof Trash Can		00647	None	18.55	1064	3	New	
Six Gallon Gas Can with Tubing OMC		00648	None	9.95		3	New	
Pemall 23 lb. BC Fire Extinguisher w/wall bracke		00649	89724	12.50	None	1	New	
Pemall ABC 5 lb. Fire Extinguisher Wall Rack		00650	140603	18.00	None	1	New	
Draper Shade Screen 54 x 54		00651	None	15.00	None	1	New	
Dalite Video B 54 x 54		00652	None	12.50	None	1	New	
Mayline Metal Stool		00653	None	PM 00106	None	1	New	
Mayline Metal Stool		00654	None	PM 00106	None	1	New	
				PM				

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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Mayline Metal Stool		00656	None	PM $00111	None	1	New	
Mayline Metal Stool		00657	None	PM 00127	None	1	New	
Mayline Metal Stool		00658	None	PM 00127	None	1	New	
Mayline Metal Stool		00659	None	PM 00128	None	1	New	
Mayline Metal Stool		00660	None	PM 00129	None	1	New	
Mayline Metal Stool		00661	None	PM 00129	None	1	New	
Mayline Metal Stool		00662	None	PM 00129	None	1	New	
Mayline Metal Stool		00663	None	PM 00130	None	1	New	
Mayline Metal Stool		00664	None	PM 00130	None	1	New	
Mayline Metal Stool		00665	None	PM 00131	None	1	New	
Mayline Metal Stool		00666	None	PM 00131	None	1	New	
Mayline Metal Stool		00667	None	PM 00132	None	1	New	
				PM				

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Unit # and Description

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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Mayline Metal Stool		00669	None	PM 00133	None	1	New	
Mayline Metal Stool		00670	None	PM 00133	None	1	New	
Mayline Metal Stool		00671	None	PM 00134	None	1	New	
Mayline Metal Stool		00672	None	PM 00134	None	1	New	
Metal Color Coded Carrel and PegBoard Assembly	*	00673	None	1050.00	None	1	New	
Metal Color Coded Carrel and PegBoard Assembly	*	00674	None	PM 00673	None	1	New	
Metal Color Coded Carrel and PegBoard Assembly	*	00675	None	480.00	None	1	New	
Metal Color Coded Carrel and PegBoard Assembly	*	00676	None	PM 00675	None	1	New	
Metal Color Coded Carrel and PegBoard Assembly	*	00677	None	PM 00675	None	1	New	
Metal Color Coded Carrel and PegBoard Assembly	*	00678	None	465.00	None	1	New	
Metal Color Coded Carrel and PegBoard Assembly	*	00679	None	PM 00678	None	1	New	
Metal Color Coded Carrel and PegBoard Assembly	*	00680	None	PM 00678	None	1	New	
Metal Color Coded Carrel				PM				

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Item & Model #	[illegible]	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Mayline Metal Stool		00669	None	PM 00133	None	1	New	
Mayline Metal Stool		00670	None	PM 00133	None	1	New	
Mayline Metal Stool		00671	None	PM 00134	None	1	New	
Mayline Metal Stool		00672	None	PM 00134	None	1	New	
Metal Color Coded Carrel and PegBoard Assembly	*	00673	None	1050.00	None	1	New	
Metal Color Coded Carrel and PegBoard Assembly	*	00674	None	PM 00673	None	1	New	
Metal Color Coded Carrel and PegBoard Assembly	*	00675	None	480.00	None	1	New	
Metal Color Coded Carrel and PegBoard Assembly	*	00676	None	PM 00675	None	1	New	
Metal Color Coded Carrel and PegBoard Assembly	*	00677	None	PM 00675	None	1	New	
Metal Color Coded Carrel and PegBoard Assembly	*	00678	None	465.00	None	1	New	
Metal Color Coded Carrel and PegBoard Assembly	*	00679	None	PM 00678	None	1	New	
Metal Color Coded Carrel and PegBoard Assembly	*	00680	None	PM 00678	None	1	New	
Metal Color Coded Carrel		00681	[illegible]	[illegible]	None	1	[illegible]	

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71015--Automotive Unit
Unit # and Description

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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Metal Color Coded Carrel and PegBoard Assembly		00682	None	PM 00170	None	1	New	
Steel Engine Brake Bench		00683	None	660.00	None	1	New	
Arrow Fastener T-50 Staple Gun		00684	None	5.95	None	1	New	
ACCO 30 Stapler		00685	2510 246	5.95	None	1	New	
Aluminum/Wood Folding Work Bench & Wall Mount		00686	None	Pt. of 17015	None	1	New	
Aluminum/Wood Folding Work Bench & Wall Mount		00687	None	Pt. of 17015	None	1	New	
Chelsea Exhaust Fan		00688	WF12X	Pt. of 17015	None	1	New	
Sycamore Exhaust Fan A21		00689	8716 272	Pt. of 17015	None	1	New	
Green Filing Cabinet Four Drawer Without Lock		00690	None	46.00	None	5	Like New	
Green Filing Cabinet Four Drawer Without Lock		00691	None	46.00	None	5	Like New	
Gestetner Copier		00692	BIA2359	1025.00	None	5	Used	
Gestetner Scope		00693	118118	65.00	None	5	Like New	
			M693		None	5	Like New	

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71015--Automotive Unit
Unit # and Description

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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Citizen Adding Machine 21S021		00695	S400 779	$295.00	None	5	Like New	

PROJECT MODEL

INVENTORY ADDENDUM

CONSUMABLES

ITEM DESCRIPTION

MOBIL UNIT # 71015

PROJECT MODEL #

Date 5 /20

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
1 Roll Tape		1 Paper Punch	
2 Typing Erasers		2 Pkgs. 108 Polaroid Film	
3 Gestetner pens (stencil)		1 Pkg. Polaroid Flash Cubes	
1 Round Eraser		1 Box Oxford File Folders	
1 Case Manila file folders		1 Pkg. Timecards	
1 Case White Reclamation Mimeo		2 Pkgs. Magicubes (Sylvania)	
1 Pkg. 5 x 8 Ruled White Pads		1 Pkg. T-50 Staples	
1 Pkg. Absorbent Gauze		1 Qt. J.M.Fields Non-Detergent Motor Oil	
2 Pkgs. White Bond Paper		1 Reel Scotch "Tedlar" Film with Liner 837	
1 Pkg. Carbon Paper		3 Doz. Rival Pencils	
3 Jars of Black Ink		1 Box 48 Bic Pens (Blue)	
1 Jar Hand Cleaner		8 Pkgs. 30548A Tecumseh Part Kits	
1 Pkg. Gestetner Correction Fluid		4 Pkgs. 28986 Tecumseh Part Kits	
1 Box of "5000" Swingline Staples		1 27565 Tecumseh Park Kit	
4 Pkgs. Gestetner Green Stencils		4 33236 Tecumseh Gasket Kits	
1 Box Gestetner Wax Liners		4 631029 Tecumseh Part Kits	
2 Boxes of Spartan Clasp Envelopes		4 A-27-17 GR Engines Inc Gasket Kits	
2 Bottles Glue		1 Box Coxco (Respondex) Answer Cards	
6 Pads White Lined Paper		20 KU-204 Tune-Up Kits	
1 Can Three-In-One Oil		20 Coils Red, Yellow, Blue & Green Wire	
1 Box of Manilla Filing Folders		15 Bags Two Prong Rivets	
8 Rolls of Adding Machine Tapes		1 Pkg. Ear Phone Protectors	
1 Ball Twine		1 Box SFI Staples	
2 Boxes White 6 3/4 Envelopes			
1 Case Manila 100 File Folders (Letter Size)			
1 Desk Pad			
4 Pkgs 291691 Carburetor Kits			
4 Pkgs. 294232 Ring Set-PSIX			
4 Pkgs. 297275 Gasket Sets			
4 Pkgs. 299061 Ignition Kits			
1 Box Value Grinding Compound			

PROJECT MODEL.

INVENTORY ADDENDUM

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Miscellaneous Equipment
ITEM DESCRIPTION

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MOBIL UNIT #

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Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
1 Multi Punch		3 Ingraham Wall Clocks	
1 18Pc. Combination Wrench Set		1 Kodak Carrying Case with 80 Slide Tray	
1 Tape Dispenser		3 Wastebaskets	
1 Letter Opener		19 Pair of Red Grip Cutting Plyers	
1 Screwdriver		10 Black Handle Screwdrivers	
1 Swingline Stapler #27		6 Power Arms and Mounting Bases	
1 12" Ruler			
1 Sony Cassette-Corder (MELTED)			
1 Gestetner Film Typing Plate			
1 Env. Containing Instructions for Gestetner			
2 PushAshtrays			
12 Sets of Earphones			
1200' Take-Up Reel for 16MM Projector			
6" Empty Reel Case for 16MM Film			
2 KE-04 Exciter Lamp			
1 Scotch Tape Dispenser with Tape			
36 Slide Sawyer's Slide Tray			
1 19051 Briggs & Stratton Tester			
1 3 x 5 Index File Box			
1 CRT Projector Lamp			
Sony Electric Condenser Microphone and Stand			
Sony Video Camera Case			
100' Sony PCF 25 Cable			
8 V32 Video Tapes			
7 RH5E Video Tapes			
Miscellaneous Wires, Cables, Phone Jacks, Etc.			
16 Wooden Supply Cabinets (Attached to Trailer)			

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Teacher Aids
ITEM DESCRIPTION

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MOBIL UNIT #

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Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
FUNDAMENTALS FOR TECHNICIANS		MATERIALS	
What is Electricity		Cleaning Fluids	
SET-ALFT-A01 (x)	$74.00	SET-ALMS-A04 (x)	$76.00
Basic Electrical Terms		Gaskets and Seals	
SET-ALFT-A02 (x)	68.00	SET-ALMS-A05 (x)	72.00
Shop Math		Metal Fasteners	
SET-ALFT-A04 (x)	82.00	SET-ALMS-A06 (x)	86.00
Two Cycle Pros & Cons		Locking Devices	
SET-ALFT-A09 (x)	62.00	SET-ALMS-A07 (x)	64.00
Fuel Systems		TECHNICAL LITERATURE	
SET-ALFT-A11 (x)	62.00	Using the Service Manual	
Name Plates		SET-ALTL-A02 (x)	84.00
SET-ALFT-A12 (x)	80.00	TOOLS	
Breaker Points and Coils		Screwdrivers	
SET-ALFT-A13 (x)	90.00	SET-ALTS-A02 (x)	76.00
STANDARD SHOP PRACTICES		Pliers and Diagonals	
Safety		SET-ALTS-A03 (x)	84.00
SET-ALSP-A01 (x)	90.00	Hammers	
Shop Safety		SET-ALTS-A04	76.00
SET-ALSP-A02 (x)	80.00	Socket Wrenches	
Safe Fuel Handling		SET-ALTS-A05 (x)	88.00
SET-ALSP-A03 (x)	68.00	Wrench Sets	
Numbers in the Shop		SET-ALTS-A06 (x)	68.00
SET-ALSP-A10 (x)	72.00	Punches & Chisels	
Ignition System Diagnosis		SET-ALTS-A07 (x)	84.00
SET-ALSP-A11 (x)	62.00	Threads and Dies	
Logic in Diagnosis		SET-ALTS-A08 (x)	90.00
SET-ALSP-A12 (x)	60.00	Bushings and Bearings	
Spark Plug Servicing		SET-ALTS-A09 (x)	64.00
SET-ALSP-A13 (x)	80.00	Special Tools	
		SET-ALTS-A10 (x)	86.00

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Teacher Aids
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Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
Film& Cassette Series		Starter Servicing SET-U2WS-A013	
Disassembly SET-U1WS-A01		Basic Trouble Diagnosis SET-U2WS-A014	
Clean & Inspect SET-U1WS-A02 —Carburetor Group		Ignition Servicing SET-U2WS-A015	
Assembly SET-U1WS-A03		Powerhead Disassembly SET-U2WS-A07	
Disassembly SET-U1WS-A13		Powerhead Operation SET-U2WS-A08	
Clean & Inspect SET-U1WS-A14 —Piston & Rod Assembly Group		Powerhead Assembly SET-U2WS-A09	
Assembly SET-U1WS-A15		Fuel Pumps SET-U2WS-A016	
Carburetor Servicing SET-U2WS-A01		Using the Parts Catalog SET-U2WS-A017	
Four Cycle Carburetors SET-U2WS-A02		Four Cycle Theory SET-U2WS-A018	
Cooling Systems SET-U2WS-A03		Your Job Future SET-ALWW-A01 (x)	$72.00
Tappets & Cams SET-U2WS-A010		Looking and Applying for a Job SET-ALWW-A03 (x)	84.00
Valve Servicing SET-U2WS-A011		Telephone Techniques SET-ALWW-A04 (x)	88.00
Crankshaft and Bearings SET-U2WS-A012		Personal Conduct SET-ALWW-A07 (x)	78.00
Reading Wiring Diagrams SET-U2WS-A04		Pride of Craftsmanship SET-ALWW-A08 (x)	58.00
Using the Micrometer SET-U2WS-A05		Good Work Habits SET-ALWW-A10 (x)	74.00
Preventive Maintenance SET-U2WS-A06		How to Make a Job Better [illegible] 11 (x)	68.00

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Teacher Aids
ITEM DESCRIPTION

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MOBIL UNIT #

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Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
Film & Cassette Series Electric Starter Overhaul SET-U3WS-A01		Harley Davidson Engine Disassembly SET-U3WS-A16	
Theory of Alternators & Generators SET-U3WS-A02		Harley Davidson Engine Clean & Inspect SET-U3WS-A17	
Electrical Systems Maintenance SET-U3WS-A03		Harley Davidson Engine Assembly SET-U3WS-A18	
Engine Tune [illegible] SET-U3WS-A[illegible]		Disassembly SET-U1WS-A10	
Magneto Theory & Testing SET-U3WS-A05		Clean & Inspect SET-U1WS-A11 Major Components Group	
Spark Plug Servicing SET-U3WS-A06		Assembly SET-U1WS-A12	
Using Torque Wrenches SET-U3WS-A07		Disassembly SET-U1WS-A04	
Using The Service Manual SET-U3WS-A08		Theory SET-U1WS-A05 Magneto Group	
Using Troubleshooting Charts SET-U3WS-A09		Assembly SET-U1WS-A06	
Tecumseh Engine Disassembly SET-U3WS-A10		Disassembly SET-U1WS-A07	
Tecumseh Engine Clean & Inspect SET-U3WS-A11		Clean & Inspect SET-U1WS-A08 Power Head Group	
Tecumseh Engine Assembly SET-U3WS-A12		Assembly SET-U1WS-A09	
O&R Engine Disassembly SET-U3WS-A13		Disassembly SET-U1WS-A16	
O&R Engine Clean & Inspect SET-U3WS-A14		Clean & Inspect SET-U1WS-A17 Engine Accessories Group	
O&R Engine Assembly SET-U3WS-A15		Assembly SET-U1WS-A18	

PROJECT MODEL
INVENTORY ADDENDUM

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Teacher Aids
ITEM DESCRIPTION

71015
MOBIL UNIT #

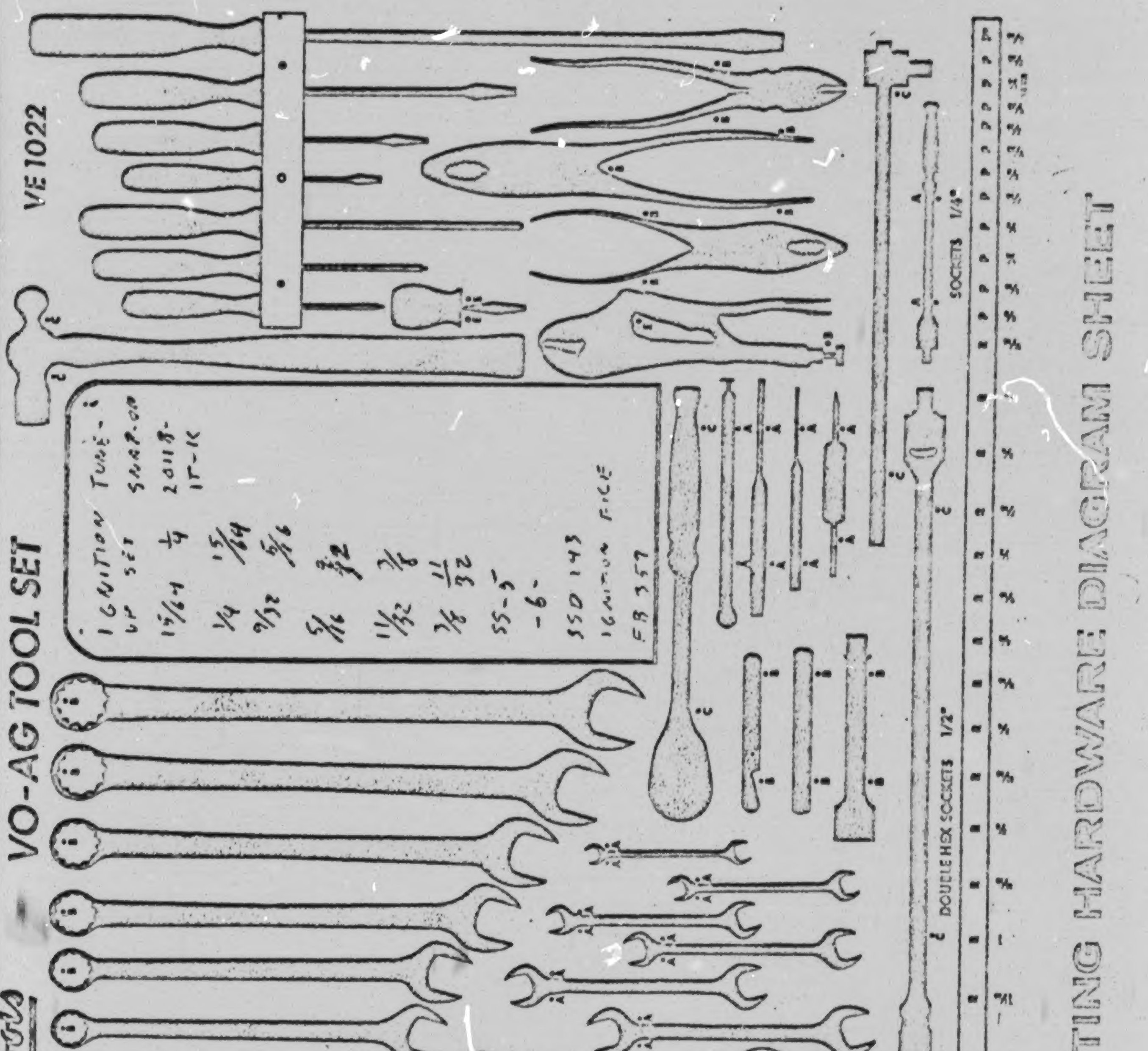
PROJECT MODEL #

5 / 20 /
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
Film & Cassette Series (Cont.)		1 Mark 9 Service Manual	
MEASURING		1 Model 98 Ignition Analyzer Manua	
Measuring SET-ALMG-AC1 (x)	$82.00	1 Briggs & Stratton Repair Instructions III Manual	
1 Dictionary of Occupational Titles -- Volumes I & II		1 Sun Volt Amp Tester Handbook	
2 Supplement to Dictionary of Occupational Titles		1 Engine Performance Handbook	
3 Books--"How to Use the Stencil Duplicating Process"		1 Briggs & Stratton Repair Instruction Book	
1 Pocket Dictionary		1 1973 Motor's Auto Repair Manual	
2 Gestetner Learning Guides (1 Alpha-1 Number)		SLIDES AND EIGHT TRACK TAPES	
1 Occupational Outlook Handbook		Using the Vibrating Tachometer SET-JSWS-A01	
1 Pkg. Generator Small Engine Workbooks Unit II Program 02		Using the Merc-O-Tronic Tester SET-TSWS-A02	
1 Pkg. Carburator Components Small Engine Tech Workbooks Unit 1, Program 2		3 Pkg. Four-Cycle Carburetor Small Engine Workbooks Unit 2, Program 2	
1 Pkg. Engine Accessories Workbook Unit1, Program 17		1 Pkg. Harley Davidson Small Engine Workbooks, Unit 11, Program 17	
10 Philco 1970 Tune-Up TU-70 Guides		1 Kodak Technical Manual	
10 Training with the Pros Wiring Workbooks			
Automated Teaching Systems "Small Engine Technician Parts" Catalog			
1 Training with the Pros Tune-Up Workbook Manual			
1 ATS Small Engine Technician			

PROJECT MODEL
INVENTORY ADDENDUM
SNAP ON TOOL SET

Mobile Unit #17015 Project MODEL #00639


VE 1022
VO-AG TOOL SET
Snap-on Tools
SOCKETS 1/4"
DOUBLE HEX SOCKETS 1/2"
MOUNTING HARDWARE DIAGRAM SHEET

1 IGNITION TUNE-UP SET SNAP-ON 2011B-IT-K
15/64 1/4
1/4 15/64
9/32 5/16
5/16 9/32
11/32 3/8
3/8 11/32
SS-5
-6-
SSD 143
IGNITION FILE
FB 357

PROJECT MODEL.

INVENTORY ADDENDUM

Snap On Tool Set
ITEM DESCRIPTION

17015
MOBIL UNIT #

00640
PROJECT MODEL #

5 /20
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
Snap-On CV92			
Snap B 25 C			
Snap On 208B			
Blue Point GA 118B			
Snap On TM 63			
Snap On MD 1112			
Snap On MD 12			
Snap ON B 255P			
E. Edemann & Co. Float #1090			
Squeeze Bulb			
Snap On R x H 12145			
Snap On R X H 14165			
Snap ON R X H 16185			
SNap ON B711A			
Snap ON S9706			
Snap On S9706 HFV			
Snap On FX-2			
Snap On 59704 CFV			
Snap On TM 84			
Snap On TMN-4			
Snap On TM 83A			

PROJECT MODEL
INVENTORY ADDENDUM

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Carrel #1
Unit #3
Mobil Unit #71015 Project MODEL #00673

2 WORKSTATIONS		Total Qty.	Qty. at Work-station No.	
Items Supplied	Part Number		1	2
ENGINES AND ASSEMBLIES				
Starter Motor - 40 HP Outboard	380239	1	1	
Lawn-Boy "D" Series Engine	OMC 678914	1		1
Briggs & Stratton Engine - 3 HP	80302-0015	1		1
Tecumseh Engine - LAV-30	750175B	1	1	
O & R Engine - 13B	13B-92	1		1
Harley Davidson Engine M-65	16065PD	1	1	
HOLDING FIXTURES				
Power Arm	343	2	1	1
Sub Base - (L.B.)	602907	1		1
Mounting Bracket - (L.B., B & S, O & R)	2017	1		1
Mounting Bracket - (T., H.D.)	2026	1	1	
Support Set - (H.D.)	2027	1	1	
Bench Vise	2161	1	1	
Vise Jaws	2162	1	1	
Capscrew H.H., 1/4" - 20 NC x 1"	2155	6	3	3
Capscrew H.H., 1/4" - 20 NC x 1-1/2"	2156	4		4
Capscrew R.H., 1/4" - 20 NC x 1-3/4"	2157	1	1	
Nut, Hex. 1/4" - 20 NC	2021	9	3	6
Flat Washer - 3/8"	2171	2	2	
Lockwasher - 3/8"	2172	1	1	
Hex. 5/16" NC x 1"	2175	3	3	
TEST EQUIPMENT				
Growler Tester	MT-323A	1	1	
Hacksaw Blade	2158	1	1	
Ignition Analyzer	MOT-98	1		1
Insulation Mat	2159	1		1
INSPECTION TOOLS				
Torque Computer	SS-306A	1		1
Micrometer 0"-1"	9KT-40701	1	1	
Micrometer 1"-2"	202	1	1	
Telescoping Gage - 2"	40555	1	1	
Feeler Gage (Large)	FB-325	1	1	
SPECIAL TOOLS				
Wire - 20 Gage x 4-1/2" Long - (S)	2160	2	2	
Piston Stop - (L.B.)	OMC 677389	1		1
Flywheel Tool - (T)	670103	1	1	
Valve Lifter (T)	CF-19	1	1	
Strap Wrench - (T)	S-17	1	1	
Ring Compressor (T)	19070	1	1	
Spanner Wrench - (O & R)	2154	1		1
Ring Expander - (T)	MAC-PR-00	1	1	
Wrist Pin Driver - (H.D.)	OMC 427901	1	1	
Crankcase D-A Tool - (H.D.)	97326-65	1	1	
Three Jaw Puller - (H.D.)	CG-243	1	1	
Clutch Shell Holder - (H.D.)	97340-65P	1	1	
Sprocket Holding Tool - (H.D.)	97305-65P	1	1	
Clutch Hub Tool - (H.D.)	97341-65P	1	1	
Clutch Hub Puller - (H.D.)	97343-65P	1	1	
Clutch Spring Compressor - (H.D.)	97345-65P	1	1	
Magneto Rotor Puller - (H.D.)	97344-65P	1	1	
Primary Drive Pinion Puller - (H.D.)	97346-65P	1	1	
Crankshaft Installation Tool - (H.D.)	97342-65P	1	1	
Flywheel Puller - (L.B.)	CG-270	1		1

2 WORKSTATIONS		Total Qty.	Qty. at Work-station No.	
Items Supplied	Part Number		1	2
HAND TOOLS				
Plastic Mallet	BH-91	2	1	1
Screwdriver - 2"	SSD-2	1	1	
Screwdriver - 3"	SSD-143	1		1
Screwdriver - 4"	SSD-4	1		1
Screwdriver - 6"	SSD-6	1	1	
Screwdriver - Phillips No. 1	SSDP-31	1		1
Screwdriver - Phillips No. 2	SSDP-42	1	1	
Screwdriver - Jewelers	2163	1		1
Needle Nose Pliers	95	2	1	1
Diagonal Pliers	86	1		1
Slip Joint Pliers	46	2	1	1
Combination Wrench - 1/4"	OEX-80	1		1
Combination Wrench - 5/16"	OEX-100	1		1
Combination Wrench - 11/32"	OXI-11	1		1
Combination Wrench - 3/8"	OEX-120	1	1	
Combination Wrench - 7/16"	OEX-140	2	1	1
Combination Wrench - 1/2"	OEX-160	1		1
Combination Wrench 3/4"	OEX-240	1		1
Combination Wrench - 10MM	OEXM-10	1	1	
Allen Wrench - 5MM	AWM-5C	1	1	
Adjustable Wrench - 8"	D-78	1		1
Adjustable Wrench - 10"	D-710	1	1	
Torque Wrench	TE-12	1		1
Ratchet - 3/8" Dr.	F-710-D	2	1	1
Deep Socket - 3/8"	SFS-121	1	1	
Socket - 1/2"	F-161	2	1	1
Socket - 11/16"	F-221	1	1	
Deep Socket - 3/4"	SFS-241	1		1
Spark Plug Socket - 13/16"	S-9704-E	1	1	
Socket - 10MM	FM-10	1	1	
Socket - 14MM	FM-14	1	1	
Socket - 15"	FM-15	1	1	
Socket - 17MM	FM-17	1	1	
Socket - 19MM	FM-19	1	1	
Oil Can	OC-5A	1		1
ACCESSORIES				
Parts Pans	KCC-PB-2	12	6	6
Hooks - Loop	9KT-7534	23	16	7
Hooks - Hammer	9KT-7550	7	6	1
Hooks - Pliers	9KT-7553	3	1	2
Hooks - Screwdriver	9KT-7557	8	5	3
Shop Towels	KCC-ST-1	2	1	1
Black Pencil	KCC-CP-BLK	4	2	2
Aluminum Oxide Strip	2152	1	1	
Needle Bearing Grease	378642	2	1	1
Spark Plug Sample Set (3)	2164	1		1
Pointed Stick	KCC-PS-6	2	1	1
Service Manual - (B & S)	MS 4750-70	1		1
Spec Sheet - (T)	2173	1	1	
Spec Sheet - (H.D.)	2174	1	1	
Plastic Pocket	2034	2	2	
Paper Pad	2164	1		1
Safety Glasses	GAC-1070	2	2	
Engine Parts Kit - (T)	KCC-T	1	spare parts when needed	
Engine Parts Kit - (O & R)	KCC-OR	1		
Engine Parts Kit - (H.D.)	KCC-H.D.	1		

INVENTORY ADDENDUM
Unit #3
Carrel #2

Mobile Unit #71015 Project MODEL #00674

2 WORKSTATIONS

Items Supplied	Part Number	Total Qty.	Qty. at Work-station No. 1	2
ENGINES AND ASSEMBLIES				
Starter Motor - 40 HP Outboard	360239	1	1	
Lawn-Boy "D" Series Engine	OMC 678914	1		1
Briggs & Stratton Engine - 3 HP	80302-0015	1		1
Tecumseh Engine - LAV-30	750175B	1	1	
O & R Engine - 13B	13B-92	1		1
Harley Davidson Engine M 65	16065PD	1	1	
HOLDING FIXTURES				
Power Arm	343	2	1	1
Sub Base - (L.B.).	602907	1		1
Mounting Bracket - (L.B., B & S, O & R)	2017	1		1
Mounting Bracket - (T., H.D.)	2026	1	1	
Support Set - (H.D.)	2027	1	1	
Bench Vise	2161	1	1	
Vise Jaws	2162	1	1	
Capscrew H.H., 1/4" - 20 NC x 1"	2155	6	3	3
Capscrew H.H., 1/4" - 20 NC x 1-1/2"	2156	4		4
Capscrew H.H., 1/4" - 20 NC x 1-3/4"	2157	1	1	
Nut, Hex. 1/4" - 20 NC	2021	9	3	6
Flat Washer - 3/8"	2171	2	2	
Lockwasher - 3/8"	2172	1	1	
Hex. 5/16" NC x 1"	2175	3	3	
TEST EQUIPMENT				
Growler Tester	MT-323A	1	1	
Hacksaw Blade	2158	1	1	
Ignition Analyzer	MOT-98	1		1
Insulation Mat	2159	1		1
INSPECTION TOOLS				
Torque Computer	SS-306A	1		1
Micrometer 0"-1"	9KT-40701	1	1	
Micrometer 1"-2"	202	1	1	
Telescoping Gage - 2"	40555	1	1	
Feeler Gage (Large)	FB-325	1	1	
SPECIAL TOOLS				
Wire - 20 Gage x 4-1/2" Long - (S)	2160	2	2	
Piston Stop - (L.B.)	OMC 377389	1		1
Flywheel Tool - (T)	670103	1	1	
Valve Lifter (T)	CF-19	1	1	
Strap Wrench - (T)	S-17	1	1	
Ring Compressor (T)	19070	1	1	
Spanner Wrench - (O & R)	2154	1		1
Ring Expander - (T)	MAC-PR-00	1	1	
Wrist Pin Driver - (H.D.)	OMC 427901	1	1	
Crankcase D-A Tool - (H.D.)	97326-65	1	1	
Three Jaw Puller - (H.D.)	CG-243	1	1	
Clutch Shell Holder - (H.D.)	97340-65P	1	1	
Sprocket Holding Tool - (H.D.)	97305-65P	1	1	
Clutch Hub Tool - (H.D.)	97341-65P	1	1	
Clutch Hub Puller - (H.D.)	97343-65P	1	1	
Clutch Spring Compressor - (H.D.)	97345-65P	1	1	
Magneto Rotor Puller - (H.D.)	97344-65P	1	1	
Primary Drive Pinion Puller - (H.D.)	97346-65P	1	1	
Crankshaft Installation Tool - (H.D.)	97342-65P	1	1	
Flywheel Puller - (L.B.)	CG-270	1		1

2 WORKSTATIONS

Items Supplied	Part Number	Total Qty.	Qty. at Work-station No. 1	2
HAND TOOLS				
Plastic Mallet	BH-91	2	1	1
Screwdriver - 2"	SSD-2	1	1	
Screwdriver - 3"	SSD-143	1		1
Screwdriver - 4"	SSD-4	1		1
Screwdriver - 6"	SSD-6	1	1	
Screwdriver - Phillips No. 1	SSDP-31	1		1
Screwdriver - Phillips No. 2	SSDP-42	1	1	
Screwdriver - Jewelers	2163	1		1
Needle Nose Pliers	95	2	1	1
Diagonal Pliers	86	1		1
Slip Joint Pliers	46	2	1	1
Combination Wrench - 1/4"	OEX-80	1		1
Combination Wrench - 5/16"	OEX-100	1		1
Combination Wrench - 11/32"	OXI-11	1		1
Combination Wrench - 3/8"	OEX-120	1	1	
Combination Wrench - 7/16"	OEX-140	2	1	1
Combination Wrench - 1/2"	OEX-160	1		1
Combination Wrench 3/4"	OEX-240	1		1
Combination Wrench - 10MM	OEXM-10	1	1	
Allen Wrench - 5MM	AWM-5C	1	1	
Adjustable Wrench - 6"	D-78	1		1
Adjustable Wrench - 10"	D-710	1	1	
Torque Wrench	TE-12	1		1
Ratchet - 3/8" Dr.	F-710-D	2	1	1
Deep Socket - 3/8"	SFS-121	1	1	
Socket - 1/2"	F-161	2	1	1
Socket - 11/16"	F-221	1	1	
Deep Socket - 3/4"	SFS-241	1		1
Spark Plug Socket - 13/16"	S-9704-E	1	1	
Socket - 10MM	FM-10	1	1	
Socket - 14MM	FM-14	1	1	
Socket - 15"	FM-15	1	1	
Socket - 17MM	FM-17	1	1	
Socket - 19MM	FM-19	1	1	
Oil Can	OC-6A	1		1
ACCESSORIES				
Parts Pans	KCC-PB-2	12	6	6
Hooks - Loop	9KT-7534	23	16	7
Hooks - Hammer	9KT-7550	7	6	1
Hooks - Pliers	9KT-7553	3	1	2
Hooks - Screwdriver	9KT-7557	8	5	3
Shop Towels	KCC-ST-1	2	1	1
Black Pencil	KCC-CP-BLK	4	2	2
Aluminum Oxide Strip	2152	1	1	
Needle Bearing Grease	378642	2	1	1
Spark Plug Sample Set (3)	2164	1		1
Pointed Stick	KCC-PS-6	2	1	1
Service Manual - (B & S)	MS 4750-70	1		1
Spec Sheet - (T)	2173	1	1	
Spec Sheet - (H.D.)	2174	1	1	
Plastic Pocket	2034	2	2	
Paper Pad	2164	1		1
Safety Glasses	GAC-1070	2	2	
Engine Parts Kit - (T)	KCC-T	1	spare parts when needed	
Engine Parts Kit - (O & R)	KCC-OR	1		
Engine Parts Kit - (H.D.)	KCC-H.D.	1		

INVENTORY ADDENDUM
Carrel #3
Unit #2
Mobile Unit #71015 Project MODEL #00680

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3 WORKSTATIONS

Items Supplied	Part Number	Total Qty.	Qty. Assigned at Workstation Number		
			1	2	3
ENGINES AND ASSEMBLIES					
Briggs and Stratton 3 HP Engine	80302-0015	2	1	1	
Powerhead - B & S, 3 HP	80302-0015	0			
Powerhead - B & S, 3 HP w/Coil & Governor Vane	80302-0015	1			1
Crankshaft	604315	1		1	
Wrist Pin	303711	1		1	
HOLDING FIXTURES					
Power Arm	343	3	1	1	1
Mounting Bracket	2017	3	1	1	1
INSPECTION TOOLS					
Feeler Gage (Small)	FB-316A	2	1	1	
Feeler Gage (Large)	FB-325	1			1
Machinist's Rule - 6"	GA-2	1	1		
Shim Stock - .010"	SS-10	1		1	
Spark Tester	19051	1		1	
Micrometer 0"-1"	9KT-40701	1		1	
SPECIAL TOOLS					
Starter Wrench	19114	2		1	1
Valve Spring Compressor	19063	1			1
Ring Expander	MAC-PR-00	1			1
Ring Compressor	19070	1			1
Flywheel Holder	19167	2		1	1
Lapping Tool	KD-501	1			1
HAND TOOLS					
Adjustable Wrench - 8"	D-76	1		1	
Ratchet Wrench - 3/8" Dr.	F-710-D	2		1	1
Combination Wrench - 1/4"	OEX-80	1		1	
Combination Wrench - 7/16"	OEX-140	3	1	1	1
Combination Wrench - 1/2"	OEX-160	2	1		1
Screwdriver - 3"	SSD-143	1	1		
Screwdriver - 4"	SSD-4	3	1	1	1
Screwdriver - 6"	SSD-6	2	1	1	
Screwdriver, Phillips No. 2	SSDP-42	1	1		
Needle Nose Pliers	95	3	1	1	1
Hose Clamp Pliers	HCP-46BP	1	1		
Diagonal Pliers	56	1			1
Plastic Mallet	BH-91	1			1
Deep Socket - 3/4"	SFS-241	2		1	1
Oil Can	OC-5A	1			1
Punch - 3/32"	PPC-103	1	1		
Fine Stiff Wire	KCC-W-6	1		1	
Stranded Wire - 8"	WS-8	1		1	
ACCESSORIES					
Parts Pans	KCC-PB-2	18	6	6	6
Hooks - Loop	9KT-7534	37	11	13	13
Hooks - Hammer	9KT-7550	3		1	2
Hooks - Pliers	9KT-7553	5	2	1	2
Hooks - Screwdriver	9KT-7557	9	4	3	2
Shop Towels	KCC-ST-1	3	1	1	1
Wooden Stock - 3/4" x 3/4" x 8"	WB-8	1		1	
Torque Depresser	KCC-TD	1	1		
Safety Glasses	GAC-1070	2		2	
Service Manual - (B & S)	MS-4750-70	2		1	1
Needle Bearing Grease, Type "A"	377783	2		1	1
Lapping Compound	KCC-LC-01	1			1
Black Pencil	KCC-CP-BLK	4	2	2	
Blue Pencil	KCC-CP-BL	6	2	2	2
Yellow Pencil	KCC-CP-YEL	6	2	2	2
Green Pencil	KCC-CP-GR	6	2	2	2
Red Pencil	KCC-CP-RD	6	2	2	2
1962 Lawn-Boy Parts Catalog	LB-PC	1	1		
1967 Lawn-Boy Parts Catalog	402-40	1	1		

[illegible]
Carrel #2
Unit #2
Mobile Unit #71015 Project MODEL #00679

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3 WORKSTATIONS

Items Supplied	Part Number	Total Qty.	Qty. Assigned at Workstation Number		
			1	2	3
ENGINES AND ASSEMBLIES					
Briggs and Stratton 3 HP Engine	60302-0016	2	1	1	
Powerhead - B & S, 3 HP	60302-0015	0			
Powerhead - B & S, 3 HP w/Coil & Governor Vane	60302-0015	1			1
Crankshaft	604315	1		1	
Wrist Pin	303711	1		1	
HOLDING FIXTURES					
Power Arm	343	3	1	1	1
Mounting Bracket	2017	3	1	1	1
INSPECTION TOOLS					
Feeler Gage (Small)	FB-316A	2	1	1	
Feeler Gage (Large)	FB-325	1			1
Machinist's Rule - 6"	GA-2	1	1		
Shim Stock - .010"	SS-10	1		1	
Spark Tester	19051	1		1	
Micrometer 0"-1"	9KT-40701	1		1	
SPECIAL TOOLS					
Starter Wrench	19114	2		1	1
Valve Spring Compressor	19063	1			1
Ring Expander	MAC-PR-00	1			1
Ring Compressor	19070	1			1
Flywheel Holder	19167	2		1	1
Lapping Tool	KD-501	1			1
HAND TOOLS					
Adjustable Wrench - 8"	D-78	1		1	
Ratchet Wrench - 3/8" Dr.	F-710-D	2		1	1
Combination Wrench - 1/4"	OEX-80	1		1	
Combination Wrench - 7/16"	OEX-140	3	1	1	1
Combination Wrench - 1/2"	OEX-160	2	1		1
Screwdriver - 3"	SSD-143	1	1		
Screwdriver - 4"	SSD-4	3	1	1	1
Screwdriver - 6"	SSD-6	2	1	1	
Screwdriver, Phillips No. 2	SSDP-42	1	1		
Needle Nose Pliers	95	3	1	1	1
Hose Clamp Pliers	HCP-46BP	1	1		
Diagonal Pliers	86	1			1
Plastic Mallet	BH-91	1			1
Deep Socket - 3/4"	SFS-241	2		1	1
Oil Can	OC-5A	1			1
Punch - 3/32"	PPC-103	1	1		
Fine Stiff Wire	KCC-W-6	1		1	
Stranded Wire - 8"	WS-8	1		1	
ACCESSORIES					
Parts Pans	KCC-PB-2	18	6	6	6
Hooks - Loop	9KT-7534	37	11	13	13
Hooks - Hammer	9KT-7550	3		1	2
Hooks - Pliers	9KT-7553	5	2	1	2
Hooks - Screwdriver	9KT-7557	9	4	3	2
Shop Towels	KCC-ST-1	3	1	1	1
Wooden Stock - 3/4" x 3/4" x 8"	WB-8	1		1	
Torque Depressor	KCC-TD	1	1		
Safety Glasses	GAC-1070	2		2	
Service Manual - (B & S)	MS-4750-70	2		1	1
Needle Bearing Grease, Type "A"	377783	2		1	1
Lapping Compound	KCC-LC-01	1			1
Black Pencil	KCC-CP-BLK	4	2	2	
Blue Pencil	KCC-CP-BL	6	2	2	2
Yellow Pencil	KCC-CP-YEL	6	2	2	2
Green Pencil	KCC-CP-GR	6	2	2	2
Red Pencil	KCC-CP-RD	6	2	2	2
1962 Lawn-Boy Parts Catalog	LB-PC	1	1		
1967 Lawn-Boy Parts Catalog	402-40	1	1		

INVENTORY ADDENDUM
Unit #2
Carrel #1
Mobile Unit # 71015 Project MODEL #00678

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3 WORKSTATIONS

Items Supplied	Part Number	Total Qty.	Qty. Assigned at Workstation Number 1	2	3
ENGINES AND ASSEMBLIES					
Briggs and Stratton 3 HP Engine	80302-0015	2	1	1	
Powerhead - B & S, 3 HP	80302-0015	0			
Powerhead - B & S, 3 HP w/Coil & Governor Vane	80302-0015	1			1
Crankshaft	604315	1		1	
Wrist Pin	303711	1		1	
HOLDING FIXTURES					
Power Arm	343	3		1	1
Mounting Bracket	2017	3	1	1	1
INSPECTION TOOLS					
Feeler Gage (Small)	FB-316A	2	1	1	
Feeler Gage (Large)	FB-325	1			1
Machinist's Rule - 6"	GA-2	1			
Shim Stock - .010"	SS-10	1		1	
Spark Tester	19051	1		1	
Micrometer 0"-1"	9KT-40701	1		1	
SPECIAL TOOLS					
Starter Wrench	19114	2		1	1
Valve Spring Compressor	19063	1			1
Ring Expander	MAC-PR-00	1			1
Ring Compressor	19070	1			1
Flywheel Holder	19167	2		1	1
Lapping Tool	KD-501	1			1
HAND TOOLS					
Adjustable Wrench - 8"	D-78	1		1	
Ratchet Wrench - 3/8" Dr.	F-710-D	2		1	1
Combination Wrench - 1/4"	OEX-80	1		1	
Combination Wrench - 7/16"	OEX-140	3		1	1
Combination Wrench - 1/2"	OEX-160	2			2
Screwdriver - 3"	SSD-143	1			
Screwdriver - 4"	SSD-4	3		1	1
Screwdriver - 6"	SSD-6	2		1	
Screwdriver, Phillips No. 2	SSDP-42	1			
Needle Nose Pliers	95	3		1	1
Hose Clamp Pliers	HCP-46BP	1			
Diagonal Pliers	86	1			1
Plastic Mallet	BH-91	1			1
Deep Socket - 3/4"	SFS-241	2		1	1
Oil Can	OC-5A	1			1
Punch - 3/32"	PPC-103	1			
Fine Stiff Wire	KCC-W-6	1		1	
Stranded Wire - 8"	WS-8	1		1	
ACCESSORIES					
Parts Pans	KCC-PB-2	18		6	6
Hooks - Loop	9KT-7534	37	11	13	13
Hooks - Hammer	9KT-7550	3		1	2
Hooks - Pliers	9KT-7553	5		1	2
Hooks - Screwdriver	9KT-7557	9	4	3	2
Shop Towels	KCC-ST-1	3		1	1
Wooden Stock - 3/4" x 3/4" x 8"	WB-8	1		1	
Torque Depressor	KCC-TD	1	1		
Safety Glasses	GAC-1070	2		2	
Service Manual - (B & S)	MS-4750-70	2		1	1
Needle Bearing Grease, Type "A"	377783	2		1	1
Lapping Compound	KCC-LC-01	1			1
Black Pencil	KCC-CP-BLK	4		2	
Blue Pencil	KCC-CP-BL	6		2	2
Yellow Pencil	KCC-CP-YEL	6		2	2
Green Pencil	KCC-CP-GR	6		2	2
Red Pencil	KCC-CP-RD	6		2	2
1962 Lawn-Boy Parts Catalog	LB-PC	1			
1967 Lawn-Boy Parts Catalog	402-40	1			

PROJECT MODEL
INVENTORY ADDENDUM
Unit #1
Carrel #3

Mobile Unit #71015 Project MODEL #00677

3 WORKSTATIONS

Item Description	Part Number	Total Qty.	Qty. Assigned at Workstation Number		
			1	2	3
ENGINES AND ASSEMBLIES					
Lawn-Boy "D" Series Engine	OMC 678914	1	1		
Lawn-Boy "D" Series Engine Powerhead	OMC 678914	1		1	
L.B. Engine less Shroud, Baffle & Gas Tank	OMC 678914	1			1
L.B. Engine less Shroud, Baffle, Gas Tank & Air Filter	OMC 678914	0			
Lawn-Boy Piston & Rod Assembly	OMC 678065	1		1	
HOLDING FIXTURES					
Power Arm	343	3	1	1	1
Mounting Bracket	2017	3	1	1	1
Sub Base	602907	3	1	1	1
INSPECTION TOOLS					
Machinist's Rule - 6"	GA-2	1			1
"D" Air Gap Gage	OMC 604659	1			1
Feeler Gage (Small)	FB-316A	1			1
SPECIAL TOOLS					
Seal Protector	OMC 602887	1	1		
Piston Stop	OMC 677389	2	1		1
Flywheel Puller	CG 270	2	1		1
Wrist Pin Driver	OMC 427901	1		1	
Ring Compressor	OMC 426020	1		1	
Ring Expander	MAC-PR-00	1		1	
HAND TOOLS					
Adjustable Wrench - 8"	D-78	2	1		1
Ratchet Wrench - 3/8" Dr.	F-710-D	2	1		1
Combination Wrench - 11/32"	OXI-11	1			1
Combination Wrench - 3/8"	OEX-120	1		1	
Combination Wrench - 7/16"	OEX-140	2	1		1
Needle Nose Pliers	95	3	1	1	1
Diagonal Pliers	86	2	1		1
Hose Clamp Pliers	HCP-46BP	1	1		
Combination Truarc Pliers	PR-12	2		1	1
Screwdriver - 2"	SSD-2	2	1		1
Screwdriver - 4"	SSD-4	3	1	1	1
Screwdriver - 6"	SSD-6	1	1		
Screwdriver, Phillips No. 2	SSDP-42	1	1		
Plastic Mallet	BH-91	3	1	1	1
Ball Peen Hammer	BP-8	1		1	
Punch - 3/32"	PPC-103	1			1
Chisel	PPC-812	1		1	
Fine Stiff Wire	KCC-W-6	1			1
Deep Socket - 3/4"	SFS-241	2	1		1
Oil Can	OC-5A	2		1	1
ACCESSORIES					
Parts Pans	KCC-PB-2-BL	18	6	6	6
Hooks - Looped	9KT-7534	20	7	8	6
Hooks - Hammer	9KT-7550	6	2	2	2
Hooks - Pliers	9KT-7553	11	4	3	4
Hooks - Screwdriver	9KT-7557	11	5	2	4
Shop Towels	KCC-ST-1	3	1	1	1
Black Pencil	KCC-CP-BLK	6	2	2	2
Red Pencil	KCC-CP-RD	4	2	2	
Blue Pencil	KCC-CP-BL	4	2	2	
Yellow Pencil	KCC-CP-YEL	4	2	2	
Needle Bearing Grease, Type "A"	OMC 377783	3	1	1	1
Pointed Stick	KCC-PS-6	1		1	
Safety Glasses	GAC-1070	2	2		

PROJECT MODEL
INVENTORY ADDENDUM

Carrel #2
Unit #1

Mobile Unit # 71015 Project MODEL #00676

3 WORKSTATIONS			Qty. Assigned at Workstation Number		
Item Description	Part Number	Total Qty.	1	2	3
ENGINES AND ASSEMBLIES					
Lawn-Boy "D" Series Engine	OMC 678914	1	1		
Lawn-Boy "D" Series Engine Powerhead	OMC 678914	1		1	
L.B. Engine less Shroud, Baffle & Gas Tank	OMC 678914	1			1
L.B. Engine less Shroud, Baffle, Gas Tank & Air Filter	OMC 678914	0			
Lawn-Boy Piston & Rod Assembly	OMC 678065	1		1	
HOLDING FIXTURES					
Power Arm	343	3	1	1	1
Mounting Bracket	2017	3	1	1	1
Sub Base	C02907	3	1	1	1
INSPECTION TOOLS					
Machinist's Rule - 6"	GA-2	1			1
"D" Air Gap Gage	OMC 604659	1			1
Feeler Gage (Small)	FB-316A	1			1
SPECIAL TOOLS					
Seal Protector	OMC 602887	1	1		
Piston Stop	OMC 677389	2	1		1
Flywheel Puller	CG 270	2	1		1
Wrist Pin Driver	OMC 427901	1		1	
Ring Compressor	OMC 426020	1		1	
Ring Expander	MAC-PR-00	1		1	
HAND TOOLS					
Adjustable Wrench - 8"	D-78	2	1		1
Ratchet Wrench - 3/8" Dr.	F-710-D	2	1		1
Combination Wrench - 11/32"	OXI-11	1			1
Combination Wrench - 3/8"	OEX-120	1		1	
Combination Wrench - 7/16"	OEX-140	2	1		1
Needle Nose Pliers	95	3	1	1	1
Diagonal Pliers	86	2	1		1
Hose Clamp Pliers	HCP-46BP	1	1		
Combination Truarc Pliers	PR-12	2		1	1
Screwdriver - 2"	SSD-2	2	1		1
Screwdriver - 4"	SSD-4	3	1	1	1
Screwdriver - 6"	SSD-6	1	1		
Screwdriver, Phillips No. 2	SSDP-42	1	1		
Plastic Mallet	BH-91	3	1	1	1
Ball Peen Hammer	BP-8	1		1	
Punch - 3/32"	PPC-103	1			1
Chisel	PPC-812	1		1	
Fine Stiff Wire	KCC-W-6	1			1
Deep Socket - 3/4"	SFS-241	2	1		1
Oil Can	OC-5A	2		1	1
ACCESSORIES					
Parts Pans	KCC-PB-2-BL	18	6	6	6
Hooks - Looped	9KT-7534	20	7	8	6
Hooks - Hammer	9KT-7550	6	2	2	2
Hooks - Pliers	9KT-7553	11	4	3	4
Hooks - Screwdriver	9KT-7557	11	5	2	4
Shop Towels	KCC-ST-1	3	1	1	1
Black Pencil	KCC-CP-BLK	6	2	2	2
Red Pencil	KCC-CP-RD	4	2	2	
Blue Pencil	KCC-CP-BL	4	2	2	
Yellow Pencil	KCC-CP-YEL	4	2	2	
Needle Bearing Grease, Type "A"	OMC 377783	3	1	1	1
Pointed Stick	KCC-PS-6	1		1	
Safety Glasses	GAC-1070	2	2		

PROJECT MODEL
INVENTORY ADDENDUM
Unit #1
Carrel #1

Mobile Unit # 71015 Project MODEL #00675

3 WORKSTATIONS

Item Description	Part Number	Total Qty.	Qty. Assigned at Workstation Number		
			1	2	3
ENGINES AND ASSEMBLIES					
Lawn-Boy "D" Series Engine	OMC 678914	1	1		
Lawn-Boy "D" Series Engine Powerhead	OMC 678914	1		1	
L.B. Engine less Shroud, Baffle & Gas Tank	OMC 678914	1			1
L.B. Engine less Shroud, Baffle, Gas Tank & Air Filter	OMC 678914	0			
Lawn-Boy Piston & Rod Assembly	OMC 678065	1		1	
HOLDING FIXTURES					
Power Arm	343	3	1	1	1
Mounting Bracket	2017	3	1	1	1
Sub Base	602907	3	1	1	1
INSPECTION TOOLS					
Machinist's Rule - 6"	GA-2	1			1
"D" Air Gap Gage	OMC 604659	1			1
Feeler Gage (Small)	FB-316A	1			1
SPECIAL TOOLS					
Seal Protector	OMC 602887	1	1		
Piston Stop	OMC 677389	2	1		1
Flywheel Puller	CG 270	2	1		1
Wrist Pin Driver	OMC 427901	1		1	
Ring Compressor	OMC 426020	1		1	
Ring Expander	MAC-PR-00	1		1	
HAND TOOLS					
Adjustable Wrench - 8"	D-78	2	1		1
Ratchet Wrench - 3/8" Dr.	F-710-D	2	1		1
Combination Wrench - 11/32"	OXI-11	1			1
Combination Wrench - 3/8"	OEX-120	1		1	
Combination Wrench - 7/16"	OEX-140	2	1		1
Needle Nose Pliers	95	3	1	1	1
Diagonal Pliers.	86	2	1		1
Hose Clamp Pliers	HCP-46BP	1	1		
Combination Truarc Pliers	PR-12	2		1	1
Screwdriver - 2"	SSD-2	2	1		1
Screwdriver - 4"	SSD-4	3	1	1	1
Screwdriver - 6"	SSD-6	1	1		
Screwdriver, Phillips No. 2	SSDP-42	1	1		
Plastic Mallet	BH-91	3	1	1	1
Ball Peen Hammer	BP-8	1		1	
Punch - 3/32"	PPC-103	1			1
Chisel	PPC-812	1		1	
Fine Stiff Wire	KCC-W-6	1			1
Deep Socket - 3/4"	SFS-241	2	1		1
Oil Can	OC-5A	2		1	1
ACCESSORIES					
Parts Pans	KCC-PB-2-BL	18	6	6	6
Hooks - Looped	9KT-7534	20	7	8	6
Hooks - Hammer	9KT-7550	6	2	2	2
Hooks - Pliers	9KT-7553	11	4	3	4
Hooks - Screwdriver	9KT-7557	11	5	2	4
Shop Towels	KCC-ST-1	3	1	1	1
Black Pencil	KCC-CP-BLK	6	2	2	2
Red Pencil	KCC-CP-RD	4	2	2	
Blue Pencil	KCC-CP-BL	4	2	2	
Yellow Pencil	KCC-CP-YEL	4	2	2	
Needle Bearing Grease, Type "A"	OMC 377783	3	1	1	1
Pointed Stick	KCC-PS-6	1		1	
Safety Glasses	GAC-1070	2	2		
Engine Parts Kit	KCC-LB	1	spare parts		

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Unit # and Description

5 /31 /
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Shetland Citation Sweeper Vac		00200	None	43.95	None	None	New	DONATED
Dukane Film Strip Projector 28A9A		00201	381043	220.52	None	1	New	
Victor Adding Machine 7-82-54		00302	4382947	159.00		3	New	
Victor Adding Machine 7-82-54		00303	4387-937	159.00		3	New	
Fireproof Trash Can		00304	B399 42	18.55	1064	3	New	
Black United Desk Chair		00305	None	29.80	None	1	New	
Black Typewriter Chair		00306	None	29.80	None	1	New	
Black Typewriter Chair		00307	None	29.80	None	1	New	
Black Typewriter Chair		00308	None	29.80	None	1	New	
Black Typewriter Chair		00309	None	29.80	None	1	New	
Black Typewriter Chair		00310	None	29.80	None	1	New	
Black Typewriter Chair		00311	None	29.80	None	1	New	
Black Typewriter Chair		00312	None	29.80	None	1	New	

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Unit # and Description

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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Black Typewriter Chair		00313	None	29.80	None	1	New	
Black Typewriter Chair		00314	None	29.80	None	1	New	
Black Typewriter Chair		00315	None	29.80	None	1	New	
General First Aid Kit		00316	None	15.49	None	1	New	
Ampex AM/FM Cassette Recorder Micro 87R		00317	3700 020	242.00	None	1	New	
Remington Standard Typewriter and Cover		00318	M761657	225.00	None	1	New	7/20/73 Given to Div. Occ. Ed.
Remington Standard Typewriter and Cover		00319	M763 783	225.00	None	1	New	
Remington Standard ~~Typewriter and Cover~~		00320	M781 456	225.00	None	1	New	7/20/73 Given to Div. Occ. Educat
Remington Standard Typewriter and Cover		00321	M761 750	225.00	None	1	New	7/20/73 Given to Div. Occ. Ed.
Remington Standard Typewriter and Cover		00322	M695 795	5.00	None	1	New	
Remington Standard Typewriter and Cover		00323	M763 777	5.00	None	1	New	
Remington Standard Typewriter and Cover		00324	M761 667	225.00	None	1	New	7/20/73 Given to Div. Occ. Ed.
mington Standard		[illegible]	M781	[illegible]	[illegible]	[illegible]	[illegible]	7/20/73

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Unit # and Description

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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Remington Standard Typewriter and Cover		00326	M787 562	$225.00	None	1	New	
Remington Standard Typewriter and Cover		00327	M781 429	225.00	None	1	New	
Technicolor Cartridge Projector 1000B		00328	64457C	420.00	None	1	New	
Rear Projection Screen Automated Instruction Inc.		00329	None	24.36	None	1	New	
Coxco Response Board and Phone Jack		00330	238	PM 00814	None	1	New	
Hitachi Cassette Player		00331	48294 260D	29.95	None	1	New	
Hitachi Cassette Player		00332	48293 4162	29.95	None	1	New	
Hitachi Cassette Player		00333	48294 275D	29.95	None	1	New	
Hitachi Cassette Player		00334	48293 381D	29.95	None	1	New	
Hitachi Cassette Player		00335	48294 277D	29.95	None	1	New	
Hitachi Cassette Player		00336	48293 841D	29.95	None	1	New	
Hitachi Cassette Player		00337	48293 516D	29.95	None	1	New	
Hitachi Cassette Player		00338	48293 454D	29.95	None	1	New	

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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Hitachi Cassette Player		00339	48294 276D	$ 29.95	None	1	New	
Hitachi Cassette Player		00340	48293 393D	29.95	None	1	New	
Pemall BC Fire Extinguisher and Wall Rack 23/41b		00341	AK89724	3 12.50	None	1	New	
Sony Videocorder AV3600		00342	67050	1870.00	None	1	New	
Sony Elect. Viewfinder AVF 3200		00343	57607	PM 00342	None	1	New	
Sony Video Camera AVC 3200		00344	66939	PM 00342	None	1	New	
Sony TV Zoom F12.5 Lens&Cas		00345	22253	PM 00342	None	1	New	
Sony Video Monitor CUM 112		00347	11584	PM 00342	None	1	New	
Sony Elevator Tripod VCT20A		00348	61229	PM 00342	None	1	New	
Technicolor 1000B Cartridge Projector		00349	63682L	420.00	None	1	New	
MDI Cabinet		00350	None	76.20	None	1	New	
Sony Special Effects Generator Seg 1		00351	7344	595.00	None	4	Like New	
Video Camera Sel VCS31		00352	21718	45.00	None	4	Like New	

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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Singer Grayflex GK323076 Audio Studymate		00353	S008092	$ 77.80	None	1	New	
Singer Grayflex GK323076 Audio Studymate		00354	S008370	77.80	None	1	New	
Singer Grayflex GK323076 Audio Studymate		00355	S00832[illegible]	77.80	None	1	New	
Singer Grayflex GK323076 Audio Studymate		00356	S00723[illegible]	77.80	None	1	New	
Singer Grayflex GK323076 Audio Studymate		00357	S008335	77.80	None	1	New	
Shure Stereo Preamp M64		00358	S1122	34.00	None	4	Like New	
Tripod Stand with Rollers TD-1		00359	None	27.00	None	4	Like New	
Applied Conditioning Touch Typing Course PhaseII(29 Cassettes	*	00360	None	19.00	None	1	New	
Applied Conditioning Touch Typing Course PhaseII(29 Cassettes	*	00361	None	19.00	None	1	New	
Applied Conditioning Touch Typing Course Phase II (9 Cassettes)	*	00362	None	19.00	None	1	New	
Applied Conditioning Touch Typing Course Phase II (29 Cassettes)	*	00363	None	19.00	None	1	New	
Applied Conditioning Touch Typing Course Phase II (19 Cassettes)	*	00364	None	19.00	None	1	New	
Applied Conditioning Touch Typing Course Phase II (27 Cassettes)	*	00365	None	19.00	None	1	New	

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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Applied Conditioning Touch Type Course Phase II (19 Cassettes)		00366	None	$ 19.00	None	12	New	
Applied Conditioning Typing Course Phase I Lesson I		00367	None	10.32	None	1	New	
Applied Conditioning Typing Course Phase I--Lesson II		00368	None	10.32	None	1	New	
Applied Conditioning Typing Course Phase I--Lesson 3		00369	None	10.32	None	1	New	
Applied Conditioning Typing Course Phase I--Lesson 4		00370	None	10.32	None	1	New	
Applied Conditioning Typing Course Phase I--Lesson 5		00371	None	10.32	None	1	New	
Applied Conditioning Typing Course Phase I--Lesson 6		00372	None	10.32	None	1	New	
Applied Conditioning Typing Course Phase I--Lesson 7		00373	None	10.32	None	1	New	
Applied Conditioning Typing Course Phase I--Lesson 8		00374	None	10.32	None	1	New	
Applied Conditioning Typing Course Phase I--Lesson 9		00375	None	10.32	None	1	New	
Applied Conditioning Typing Course Phase I--Lesson 10		00376	None	10.32	None	1	New	
Applied Conditioning Typing Course Phase I--Lesson 11		00377	None	10.32	None	1	New	
Applied Conditioning Typing		00378	None	10.32	None	1	New	

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71016--Business Education Unit
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5 /31 /
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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Applied Conditioning Touch Typing Course (Numbers)		00379	None	$ 10.23	None	1	New	
Kodak Ektalite Screen		00380	None	24.36	None	1	New	
Da-lite Video B Screen		00381	None	16.22	None	1	New	
Ampex Stereo Speaker		00382	None	PM 00317	None	1	New	
Automated Instruction Stereo Speaker		00383	None	23.00	None	4	Like New	
Automated Instruction Text Panel		00384	None	75.00	None	1	New	
Oasis Water Cooler		00385	E493 920	106.77	None	1	New	
Simplex Time Recorder JCP1024		00386	E729 19BT	163.00	1043	3	New	
Time Card Rack		00387	None	8.00	1043	3	New	
Time Card Rack		00388	None	8.00	1043	3	New	
Gestetner Model "G" Paper Folder		00389	G9015	365.00	None	1	New	
Staplex High Speed Staple Gun S54H		00390	64496	99.00	None	1	New	
Gestetner Collator		00391	S52212	365.00	None	1	New	

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71016--Business Education Unit
Unit # and Description

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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Ditzler Cabinet		00392	None	$ 27.95	1065	3	New	
Pem All ABC 5lb. Fire Extinguisher & WallHolder		00393	AA139 048	12.50	None	1	New	Needs Recharging
Astro Dial Fluid Applicator Model AD		00394	E8971	540.00	None	1	New	
Beseler Century VGC610 Overhead Projector		00395	Y94481	138.00	[illegible]	1	New	
Gestetner Mimeograph		00396	21B2 624	1025.00	None	1	New	
Gestefax 455 Stencil Scanner		00397	60728	995.00	None	1	New	
Thermofax 45 CG Copier		00398	487447	425.00	None	1	New	
Gestetner Model H-12 Paper Cutter		00399	6194	179.00	None	1	New	
General Building Corp. Comb. Binder 222 km		00800	1915 670	285.00	None	1	New	
Shure Brothers Inc. M67 Microphone Mixer		00801	None	162.00	None	4	Used	
Wollensak Tape Recorder M6150		00802	6150 2140	249.95	None	4	Used	
Telemation Intercom System TMA-710		00803	417	250.00	None	4	Used	
Colortran Mini-Lite 10		00804	None	53.00	None	4	Like New	

PROJECT MODEL

INVENTORY LIST

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71016--Business Education Unit
Unit # and Description

5 /31 /
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Colortron 100-055 Flood/Spot Light		00805	None	$108.00	None	4	Like New	
Colortrod 100-055 Flood-Spot Light		00806	None	108.00	None	4	Like New	
Electronic Stereo EVII Speaker		00807	None	23.00	None	4	Used	
Bogen C-20 AMP Microphone Mixer		00808	None	37.00	None	4	Used	
Colortron Model LQBM-10 Single Broad Floodlight		00809	None	92.50	None	4	Like New	
Colortron Model LQBM-10 Single Broad Floodlight		00810	None	92.50	None	4	Like New	
Ampex Stereo Speaker		00811	None	PM 00317	None	1	New	
Wollensak Tape Recorder		00812	3529899	142.00	None	1	New	
Voice of Music Record Player 1515		00813	0775 836	79.00	None	1	New	
Coxco Slide Sound Projector SP-120		00814	1201 125	474.00	None	1	New	
Olivetti Typewriter		00815		240.00	11333	3	New	Paula has number for Oliv
Four-Drawer File Cabinet Green		00816	None	50.00	None	5	Like New	
Four Drawer File Green		00817	None	50.00	None	5	Like New	

PROJECT MODEL
INVENTORY LIST

71016--Business Education Unit
Unit # and Description

5 /31 /
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Kodak Ektagraphic Slide Projector w/case &ZoomLens		00818	1769729	$175.00	None	1	New	
Royal 560 Elec. Typewriter		00 819	1398 76820	485.00	None	5	Like New	
Royal 560 Elec. Typewriter		00820	13985 6796	485.00	None	5	Like New	
Royal 560 Elec. Typewriter		00821	13995 1768	485.00	None	5	Like New	
Royal 560 Elec. Typewriter		00822	13985 6790	485.00	None	5	Like New	
Royal 560 Elec. Typewriter		00823	13990 8563	485.00	None	5	Like New	
Royal 560 Elec. Typewriter		00824	13985 6823	485.00	None	5	Like New	
Royal 560 Elec. Typewriter		00825	13995 3742	485.00	None	5	Like New	
Royal 560 Elec. Typewriter		00826	13985 6801	485.00	None	5	Like New	

PROJECT MODEL

INVENTORY ADDENDUM

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Consumables
ITEM DESCRIPTION

71016
MOBIL UNIT #

PROJECT MODEL #

5 /31
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
1 Box File Folders		1 Type Cleaner	
6 Doz. Pencils		1 Gestetner Cleaning Pad	
10 Typewriter Ribbons		1 Royal Electric Black Ribbon	
12 Typewriter Type Cleaner		2 Typewriter Erasers	
1 Box Typewriter Erasers		1 Blank Royal Ribbon Spool	
2 Typewriter Cleaning Kits		1 Gestetner Stencil	
2 Boxes Paper Clips		4 Gestetner Stencil Pens	
7 Boxes Binder Covers (Plastic)		5 Typewriter Key Cleaners	
4 Reams of Colored Paper		4 Reams Parsons Greem Mimeo	
1 Box Thermal Copy Paper		7 Reams Parsons Pink Bond	
1 Scotch Tape Dispenser w/tape		6 Adding Rolls	
3 Boxes Hecto Masters		2 Boxes 10x12 Spartan Clasp Env.	
1 Box Thermal Perforated Labels		1 Case Manila File Folders	
1 Paste-Up Lay-Out Pad		2 Cases White Reclamation Mimeo	
2 Boxes Spirit Masters		2 Cases Blue Reclamation Mimeo	
8 Bottles Correction Stencil Fluid		1 Case Pink Reclamation Mimeo	
22 Gestifac Stencils		1 Case Green Reclamation Mimeo	
24 Typing Plates for Stencils		1 File Box	
1 Pkg. Infrared Stencil Masters		7 Black Typewriter Ribbons	
4 Boxes Stencils		13 Gestetner Stencils (Boxes)	
1 Box Staples		6 Star Type Cleaner (Box)	
4 Boxes Duplicating Paper		1 Bottle Blue Mimeograph Cor. Fluid	
3 Boxes Mimeograph Paper		1 Pkg. Empty Typewriter Spools	
17 Tubes Black Mimeograph Ink		2½ Boxes Round Erasers	
11 Cans Duplicating Fluid		1 Ream Blue Reclamation Mimeo Paper	
1 Box IBM Cards		1 Box Manila Filing Folders	
2 Boxes Gestifile Stencil Folders		1 Alpha Stencil for Gestetner	
1 Box Gestifile File Hangers		1 Gestetner Silk Screen	
2 Typewriter Brushes		3 Gestetner Cleaning Pads	
4 Pkgs. Index Cards		15 Gestetner Tubes of Black Ink	
1 Tape Dispenser		1 Black Felt Stamp Pad	
Roll Scotch Tape		1 Gestetner Stencil Tracing Portfolio	

PROJECT MODEL

INVENTORY ADDENDUM

Consumables
ITEM DESCRIPTION

71016
MOBIL UNIT #

PROJECT MODEL #

5/31
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
6 Reams Parsons Bond Green			
1 Ream Parsons Bond Canary			
9 Bottle Blue Gestetner Cor. Fluid			
1 Desk Pad			
2 Bottles Glue			
1 Doz. Pencils			
2 Reams White Reclamation Mimeo			
1 Box Oxford Rol-Lables			
5 Venus Typewriter Erasers			
2 Tubes Red Gestetner Ink			
12 Remington Black Typewriter Ribbons			
1 Case Parsons Canary Bond			
4 Pkgs. Green Construction Paper			
1 Nylon Hair Brush			
12 Pads 5 x 8 Ruled Paper			

PROJECT MODEL

INVENTORY ADDENDUM

Miscellaneous Equipment
ITEM DESCRIPTION

71016
MOBIL UNIT #

PROJECT MODEL #

5 3 / 31
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
1 Swingline Stapler		Misc. Video Equipment--Such as Cables, Microphones, Phonejacks, Microphone Holders, Etc.	
1 Screwdriver			
2 Letteropeners			
3 12" Ruler			
1 Olivetti Typewriter (Portable)			
1 20,000 Words Bock			
1 Webster's Dictionary			
2 B.O.S. Print-Outs			
1 Scissors			
3 Staple Removers			
1 Stylus			
50 Sets Ear Tips			
1 Timer			
3 Ashtrays			
3 Wastebaskets			
1 Connector Cable			
2 GE Wall Clocks	$25.50		
13 Earphones			
1 Slide Tray for Coxco Slide Sound Projector			
11 AC Adapters for Cassette Players			
1 Pencil Sharpener			
4 1 Hr. Video Tapes			
2 1 Hr. Used Tapes			
3 Empty Video Take-Up Reels			
2 EKG Projection Lamps			
1 Carousel Projector Case			
1 Twelve Slot Cartridge Tray			
1 Small Automated Instruction Rear Screen Text Panel			
X-Acto Knives			
Card File (Index)			

PROJECT MODEL

INVENTORY ADDENDUM

TEACHER AIDS
ITEM DESCRIPTION

71016
MOBIL UNIT #

PROJECT MODEL #

5 /31 /
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
12 Introductory Typing Workbooks		1 Examination Copy of Business Filing & Records Control	
6 Basic Typewriting Drills		1 Examination Copy of Typewriting Office Practice	
6 Typing Speed Workbooks		1 Successful Secretarial Book	
6 Duplicating Machine Process Workbooks		1 Twentieth Century Typewriting Book	
3 Numeric Filing on-the-Job Workbooks		1 Webster's Pocket Dictionary	
2 Type With One Hand Books		1 Operator's Instruction Booklet for Remington Typewriter	
1 Ten Key Adding Machine Workbooks		13 Workbook Exercises in Alpha Filing	
1 Full Keyboard Adding Machine Workbooks		1 General Curriculum Guide for Business and Office Occupations	
12 Basic Rules of Alphabetic Filing		1 Time Clock (Typing Speed Tests)	
12 Indexing Workbooks		1 Instructional Booklet for Royal 560-565	
11 Automated Instruction Textbooks		16 Punctuating Drills & Exercises for Typing	
6 How to Use Stencil Duplicating Process		14 Office Machines Course for Adding and Calculating Machines	
3 Gregg Type Series 1-12 Part I		16 English Drills & Usage	
2 Gregg Type Series 1-12 Part II		1 High School Equivalency Exam Preparation Book	
1 Duplicating Machine Process		1 Production Typewriting	
1 How to Use Business Machines		1 Journal of Business Education	
16 Twentieth Century Typing Books.		1 Box 15 Tapes of Twentieth Century Centry Typing Inst. Tapes	
3 Dictionaries of Occupational Titles			
1 Alphabetic Indexing Workbook			
1 Teacher's Guide to Business Math			
9 Gregg II Typing Book			
1 Century 21 Teacher Manual			
13 Spelling Drills & Exercises			
15 Gregg Quick Filing Practice			
35 5x8 Classification GATB Cards			

PROJECT MODEL

INVENTORY ADDENDUM

Applied Conditioning Touch
Typing Course Phase 2
ITEM DESCRIPTION

MOBIL UNIT # 71016

PROJECT MODEL # 00360

Date 5/31

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
30 Cassettes	$19.00		
11 Lesson #3			
7 Lesson #4			
7 Lesson #5			
1 RE1 to R35			

PROJECT MODEL

INVENTORY ADDENDUM

Applied Conditioning Touch
Typing Course Phase 2
ITEM DESCRIPTION

71016
MOBIL UNIT #

00361
PROJECT MODEL #

5 /31 /
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
29 Cassettes	$19.00		
11 Lesson 1			
11 Lesson 2			
1 Lesson RE1 to RE5			
1 Lesson S.A.			
1 Tape Cleaner			

PROJECT MODEL

INVENTORY ADDENDUM

Applied Conditioning Touch
Typing Course Phase 2
ITEM DESCRIPTION

71016
MOBIL UNIT #

00362
PROJECT MODEL #

5/31/
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
9 Cassettes	$19.00		
1 Lesson RE1 to RE5			
4 Tape Cleaners			

PROJECT MODEL

INVENTORY ADDENDUM
Applied Conditioning Touch
Typing Course Phase 2

ITEM DESCRIPTION

71016
MOBIL UNIT #

00363
PROJECT MODEL #

5/31
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
27 Cassettes	$19.00		
7 Lesson #6			
7 Lesson #7			
7 Lesson #8			
1 Lesson RE1 to RE5			
1 Lesson S.A.			

PROJECT MODEL

INVENTORY ADDENDUM

Applied Conditioning Touch Typing Course Phase 2
ITEM DESCRIPTION

71016
MOBIL UNIT #

00364
PROJECT MODEL #

5 /31
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
19 Cassettes	$19.00		
7 Lesson #12			
7 Lesson #13			
1 Lesson RE1 to RE5			

PROJECT MODEL

INVENTORY ADDENDUM

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Applied Conditioning Touch Typing Course Phase 2
ITEM DESCRIPTION

71016
MOBIL UNIT #

00365
PROJECT MODEL #

5 /31
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
27 Cassettes	$19.00		
7 Lesson #9			
7 Lesson #10			
7 Lesson #11			
1 Lesson RE1 to RE5			
1 Lesson S.A.			

PROJECT MODEL

INVENTORY ADDENDUM

Applied Conditioning Touch Typing Course Phase 2
ITEM DESCRIPTION

71016
MOBIL UNIT #

00366
PROJECT MODEL #

5 /31
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
19 Cassettes	$19.00		
7 Lesson N1			
1 lesson N2			
1 Lesson N3			
1 Lesson N4			
4 Lesson S.A.			
1 Lesson RE1 to RE5			

PROJECT MODEL
INVENTORY LIST

71017 Distributive Education Unit
Unit # and Description

May 22 /
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Ampex 87R AM/FM Stereo Cassette Player		00200	800311	$242.00	None	1	New	
Ampex Stereo Speaker		00201	PM 00200	PM 00200	None	1	New	
Ampex Stereo Speaker		00202	PM ~~00200~~	PM 00200	None	1	New	
Johnson First Aid Kit		00203	None	15.00	None	1	New	
Max Blau & Sons Two-Drawer File Cabinet		00204	None	40.00	1099	3	New	
Power Pac ABC PA 27 5 lbs. Fire Extinguisher		00205	890261	12.50	None	1	New	
Black Two Drawer File Cabinet		00206	None	40.00	1099	3	New	
Black Two-Drawer File Cabinet		00207	None	40.00	1099	3	New	
Oasis Water Cooler		00208	E452 502	106.77	None	1	New	
International 16 MM Projector ST-OH with Take Up & Cover		00209	26222	600.90	None	1	New	
Black Executive Arm Chair		00210	None	50.00	None	1	New	
Polaroid Land Camera Super ColorPack		00211	None	39.95		3	New	
NCR Class 24 Register			32-98					

PROJECT MODEL
INVENTORY LIST

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71017--Distributive Education Unit
Unit # and Description

May /22/
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Dart Model "B" Cartridge Self-Contained Proj./Screen		00213	2011 69S	$474.00	None	1	New	
Wooden Shelf for Dart Model "B"		00214	None	15.00	None	1	New	
Metal Scotch Tape Dispenser		00215	None	5.99	None	1	New	
Swingline Staple Gun		00216	None	3.95	None	1	New	
Kodak Carrousel Slide Proj. AF2 w/F3.5 Zoom Lens		00217	182 7390	174.44	None	1	New	
Singer Grayflex Study Mate		00218	000494	77.78	None	1	New	
Rheem Califone CR5 Cassette Recorder		00219	2826	131.10	None	1	New	
Bessler Century Vu-Graph		00220	Y63061	138.00	None	1	New	
Shetland Sweeper Vacuum 13260		00221	E24713	43.95	None	--	New	DONATED
Bulletin Board Cork		00222	None	7.50	1073	3	New	
Green Chalkboard		00223	None	7.00	1073	3	New	
Steelmaster 5" x 7" Index File		00224	None	7.25	1073	3	New	
NCR Photo Slide File		00225	None	33.00	1026	3	New	

PROJECT MODEL

INVENTORY LIST

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71017--Distributive Education Unit
Unit # and Description

5 /22 /
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
NCR Hotel Register 5-681		00226	3094 23849	$3010.00	None	1	New	
Coxco Slide/Sound Projector SP-120		00227	1200 947	474.00	None	1	New	
Colortron 108-005 Floodlite		00228	None	18.00	None	4	Like New	
Remington Standard Typewriter		00229	M772 515	225.00	None	1	New	7/31/73 Given to Div. Occ. Ed
Black Typing Chair Without Arms		00230	None	29.00	None	1	New	
NCR Class 24 Register 24201		00231	32968 6199	1110.00	None	1	New	
Black Chalkboard		00232	None	7.00	1073	3	New	
Concord Tem-20 Video Camera with 1.1.8 Lens		00233	None	295.00	None	4	Used	
Setchell-Garison TV Monitor M2100Cd		00234	583371	230.00	None	4	Used	
Singer Grayflex StudyMate 303		00235	008034	77.73	None	1	New	
P&R Camera Tripod 1106		00236	None	45.00	None	4	Used	
Dukane Micromatic Cassette 28A9A		00237	386351	220.52	None	1	New	
NCR Change Dispenser		00238	2-956 2153	410.00	None	1	New	

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PROJECT MODEL
INVENTORY LIST

71017--Distributive Education Unit
Unit # and Description

5 /22
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
NCR Class 5 Grocery Register 5-151		00239	30958 2251	$2970.00	None	1	New	
Metal Cash Register Table		00240	None	41.00	None	1	New	
Burroughs Check-Out Stand 90-42		00241	10669	999.00	1007	2	New	
Black Chalkboard		00242	None	7.00	1073	3	New	
Hobart Scale 970		00243	2285371	450.00	None	1	New	
Simplex Time Recorder JCP1OR4		00244	A947 98DR	163.00		1	New	
Simplex Time Card Rack		00245	None	8.00	None	1	New	
Demall 23/4 LB BC Fire Extinguisher PA27		00246	890261	12.50	None	1	New	
Wall Blackboard		00247	None	7.00	1073	3	New	
NCR Class 5 Retail Register 5-341		00248	1-9749 458	2825.00	None	1	New	
Dadco Burglar Alarms		00249	None	50.00	None	1	New	
Dadco Burglar Alarm		00250	None	50.00	None	1	New	
ck Vinyl Chair		00251	None	19.00	1049	3	New	

PROJECT MODEL
INVENTORY LIST

71017--Distributive Education Unit
Unit # and Description

5 /22 /
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Black Vinyl Chair		00252	None	$ 19.00	1049	3	New	
Black Vinyl Chair		00253	None	19.00	1049	3	New	
Black Vinyl Chair		00254	None	19.00	1049	3	New	
Black Vinyl Chair		00255	None	19.00	1049	3	New	
Black Vinyl Chair		00256	None	19.00	1049	3	New	
Black Vinyl Chair		00257	None	19.00	1049	3	New	
Black Vinyl Chair		00258	None	19.00	1049	3	New	
Metal Folding Chair		00259	None	10.30	None	1	New	
Metal Folding Chair		00260	None	10.30	None	1	New	
Metal Folding Chair		00261	None	10.30	None	1	New	
Draper Daylite Movie Screen		00262	None	24.36	None	1	New	
Concord Video Tape Recorder MVTR 620		00263	X1026	695.00	None	4	Used	

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PROJECT MODEL
INVENTORY LIST

71017--Distributive Education Unit
Unit # and Description

5 / 22 /
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Vinyl Top Cash Register & Dart Projector Counter		00265	None	29.95	None	1	New	
Orange Vinyl Top Typing Counter		00266	None	29.95	None	1	New	
Glass Display Case		00267	None	Part of Mobile Unit	None	1	New	One Glass Cracked
Rolodex Register		00268	None	7.25	1073	3	New	
Mobile Display Board		00269	None	35.00	None	5	Like	New
Teletrainer		00270	None	395.00	None	5	Like	New
Beige Telephone		00271	None	PM 00270	None	5	Like	New
Beige Telephone		00272	None	PM 00270	None	5	Like	New
Citizen Adding Machine 215021		00273	5402542	295.00	None	5	Like	New
Remington Standard Typewriter -		00274	M693 764	225.00	None	5	Like	New

PROJECT MODEL . . . . .

INVENTORY ADDENDUM

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CONSUMABLES
ITEM DESCRIPTION

71017
MOBIL UNIT #

PROJECT MODEL #

5 / 22 /
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
1 Box Manila File Folders		4 Pkgs. 8½ x 11 Mimeo Paper	
1 Box Spartan 7 x 10 Envelopes		1 Pkg. Hotel Register Receipts	
1 Box White Chalk		2 Boxes File Folders	
1 Roll Twine		9 Books of Valet Receipts	
25 Adding Machine Rolls		7 Books of Cash Refund Receipts	
1 Box Write Carbon Paper		1 Pkg. of Sales & Cash Balance Forms	
1 Box 10 x 12 Spartan Envelopes		4 Pkgs. of Daily Balance Envelopes	
2 Box 6 3/4 Envelopes		1 Ream Parklane Bond	
2 Reams Parsons Green Bond		2 Garvey Price Markers	
2 Reams Parsons White Bond		1 Pkg. Timecards	
12 Pads 5 x 8 Ruled Pads			
1 Large Scotch Tape Dispenser			
2 Bottles Glue			
1 36" Roll Brown Wrapping Paper			
1 Case Manila File Folders			
1 Case White Reclamation Mimeo			
2 Swingline Staplers			
6 Box Chalk (white)			
1 Nylon Hair Brush			
6 Paint Brushes			
1 Round Eraser			
2 Typewriter Erasers			
4 Erasers			
1 Book of Cash Refund Slips			
1 Box #10 Envelopes			
1 Box 1¼ x 10 Wood Screws			
4 Boxes Colored Chalk			
1 Box 7/8 x 6 Flathead Screws			
6 Sheets of Alum. Oxide Sandpaper			
1 lb. Assorted Plymouth Rubber Bands			
1 Pkg. NCR Item Statements			

PROJECT MODEL

INVENTORY ADDENDUM

MISCELLANEOUS EQUIPMENT
ITEM DESCRIPTION

71017
MOBIL UNIT #

PROJECT MODEL #

5 / 22
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
1 Coffee Pot			
1 Paper Cutter			
6 Wastepaper Baskets			
1 Felt Black Stamp Pad			
2 Telephones for Teletrainer			
1 Desk Pad			
1 Screwdriver			
1 Letteropener			
1 Kodak Slide Projector Carrying Case with 80 Slide Tray			
2 GE Wall Clocks			
1 RE-04 Exciter Lamp			
1 20' Cox Cable with Male Screwjacks			
1 Mobil AC Outlet with 25' Cord			
1 25' Extension Cord			
2 Boston Wall Pencil Sharpeners			
3 Push Type Ashtrays			
12 Wall Cabinets			
3 Large Countertop Cabinets			

PROJECT MODEL

INVENTORY ADDENDUM

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TEACHER AIDS
ITEM DESCRIPTION

71017
MOBIL UNIT #

PROJECT MODEL #

5 / 22
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
1 Webster's Pocket Dictionary		40 Business Math 30 Workbooks	
12 High School Equivelancy Book I		1 Journal of Business Education	
15 Workbooks Exercises in Alphabetic Filing		1 Health Education Aids	
5 Teletraining for Business Study		1 Home Economics (Forecast)	
1 Reference Manual for Office Personnel		PLACEMENT MANUALS	
1 Merchandising Mathematics Workbook		You and They	
1 Clerical Payroll Procedures Workbook		Getting That Job	
1 Business Filing & Records Control		Taking Stock	
1 Clerical & Office Practice		You and Your Occupation	
1 Homelands Beyond the Sea		Keeping that Job	
1 Our Homeland & The World		You and Your Pay	
1 Textbook and Workbook		Looking for a Job	
15 Office Machines Course/ Adding & Calculating Machines		Starting a Job	
20 Spelling Drills Workbook for the Typewriter		Training for a Job	
1 Workbook Exercise in Alphabetic Filing		Wanting a Job	
16 Gregg Quick Filing Practice		Helene Greene	
1 Guide for Young Workers		The Television You Watch	
1 Dictionary for Occupational Titles		SYS Success Book 2	
6 English Usage & Drills for the Typewriter		SYS Success Book 1	
11 Puntuation Drills and Exercises for the Typewriter		Paycheck	
15 English the Easy Way		The Law for You	
		Hall Specimen Set	
		Changing A Job	
		Holding A Job	
		The Newspapers You Read	
		DART INSTRUCTIONAL SOUND FILM CASSETTES	
		Series 208 #0108	
		Series 208 #0111	
		Series 208 #0114	
		Series 208 #0115	
		Series 208 #0117	

PROJECT MODEL

INVENTORY ADDENDUM

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TEACHER AIDS
ITEM DESCRIPTION

71017
MOBIL UNIT #

PROJECT MODEL #

5 / 22 /
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
I Like People Part I and Part II Filmstrip and Cassette		50 How to Succeed in Business Using Technique	
"Job Description" Manual		DART INSTRUCTIONAL SOUND FILM CASSETTES Series 208 #0119	
In Store Instruction Manual			
Jobs In Your Future Teaching Guide			
Stepping Up With Distributive Education Manual			
Cashing Checks Manual			
Proper Bagging in a Grocery Store Manual			
Cashier/Checker Training Manual			
4 V30H Sony Video Tapes			
4 V32 Sony Video Tapes			
Expenses in the Retail Business Manual			
Marketing Projects & Activities Coordinating Handbook			
Housekeeping Management Assistant Workbook			
Consumer Education for Families Workbook			
Consumer Education for Families With Limited Incomes Part I			
Consumer Education for Families With Limited Incomes Part II			
Family Living			
Food Service Employee			

PROJECT MODEL
INVENTORY LIST

71018--Guidance & Evaluation Unit
Unit # and Description

5 /14 /
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit.	Disposition & Remarks
Chalkboard		00400	None	$ 28.00	None	1	New	
60" x 60" Dalite Video B Wall Screen		00401	None	24.36	None	1	New	
Johnson's First Aid Kit		00402	None	15.49	None	1	New	
Dadco Magnetic Exit Alarm		00403	None	50.00	None	1	New	
Dadco Magnetic Exit Alarm		00404	None	50.00	None	1	New	
Pem-All BC 2 3/4 lb. Fire Extinguisher		00405	None	12.50	None	1	New	
Ampex Micro 87R AM/FM Cassette Stereo		00406	240054	242.00	None	1	New	
EDL Controlled Reader w/Cover		00407	61561	275.50	None	1	New	
Polaroid Colorpack II		00408	None	39.95		3	New	
EDI Controlled Reader Set	*	00409	None	52.50	1006	2	New	
EDI Controlled Reader Set CA (5) 1 to 30		00410	None	87.50	1006	2	New	
EDI Controlled Reader Set BA [BA(5)] 1 to 30		00411	None	87.50	1006	2	New	
EDI Controlled Reader Set								

PROJECT MODEL

INVENTORY LIST

71018--Guidance & Evaluation Unit
Unit # and Description

5 /14 /7
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Black Office Chair		00413	None	$ 50.00	None	1	New	
AVD X MK 3 Projector		00414	B06772	251.75	None	1	New	
AVD X MK 3 Audio Unit		00415	B057500	251.75	None	1	New	
Viewlex Solid State Cassette Player		00416	19267	27.57	None	1	New	
Viewlex Solid State Cassette Player		00417	18062	27.57	None	1	New	
Viewlex Solid State Cassette Player		00418	18021	27.57	None	1	New	
Rheem Califone CR5 Tape Recorded		00419	2813	131.10	None	1	New	
Simplex Time Clock		00420	E72920 BT	163.00	1043	3	New	
Simplex Time Card Holder		00421	None	8.00	1043	3	New	
Bulletin Board		00422	None	32.00	None	1	New	
Four-Drawer File Cabinet		00423	None	70.00	None	1	New	
Four-Drawer File Cabinet		00424	None	70.00	None	1	New	

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PROJECT MODEL

INVENTORY LIST

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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
EDI Intermediate Accuracy Reader DEF	*	00426	None	$ 62.50	1006	2	New	
EDI Word Recognition & Spelling DEFA	*	00427	None	55.00	1006	2	New	
EDI Word Recognition Set BA (W-BA (1-30) 1-8)		00428	None	18.00	1006	2	New	
EDI Word Recognition Set CA (W-CA (1-30) 1-8)		00429	None	18.00	1006	2	New	
Listen & Write Cassettes FA - 1 - 15		00430	None	107.50	1006	2	New	
Listen & Read Cassettes FA - 1 - 15		00431	None	107.50	1006	2	New	
Listen & Read Cassettes GH 1-127 1-15		00432	None	107.50	1006	2	New	
Listen Cassettes DA 1 - 15		00433	None	107.50	1006	2	New	
Listen & Read Cassettes GA1 (1) 1-15		00434	None	107.50	1006	2	New	
Mobile Instrument Cartridge		00435	None	76.20	None	1	New	
TACH X Projector w/Case		00436	08420	199.50	None	1	New	
16 MM Projector International ST-04		00437	ST2398	690.00	None	1	New	

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Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Bassler Century Vu-Graph Overhead Projector		00439	Y94487	$138.00	None	1	New	
Rheem Califone Record Player 1430B		00440	1436-66326	119.00	None	4	Like New	
Control Reader		00441	05968	275.50	None	1	New	
Ald-X Word Introduction Cassettes & FilmstripBA1-15		00442	None	225.00	None	1	New	
ALD-X Word Attack Review DEFA 1-30 Cassette&Filmstrip		00443	None	225.00	None	1	New	
AVDX Word Study Cassettes & Filmstrip BA-16-30 ALB2		00444	None	225.00	None	1	New	
AVDX Word Study Cassettes & Filmstrip CA 1-15 ALB 1		00445	None	225.00	None	1	New	
AVD-X Word Study Cassettes & Filmstrip CA 16-30 ALB 2		00446	None	225.00	None	1	New	
Draper Table Top Projector Screen 71018		00447	None	10.40	None	1	New	
Control Reader Processing Training		00448	135355	114.00	None	1	New	
Control Reader Processing Training		00449	143281	114.00	None	1	New	
Study Skills Library I 1 to 10		00450	None	15.00	None	1	New	

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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Study Skills Library G 1-10		00452	None	$ 15.00	None	1	New	
Study Skills Library F 1-10		00453	None	15.00	None	1	New	
Study Skills Library E 1-10		00454	None	15.00	None	1	New	
Study Skills Library D 1-10		00455	None	15.00	None	1	New	
Study Skills Library C 1-10		00456	None	15.00	None	1	New	
Study Skills Library CCC 1-10		00457	None	15.00	None	1	New	
Study Skills Library DDD 1-10		00458	None	15.00	None	1	New	
Study Skills Library EEE 1-10		00459	None	15.00	None	1	New	
Study Skills Library FFF 1-10		00460	None	15.00	None	1	New	
Study Skills Library GGG 1-10		00461	None	15.00	None	1	New	
Study Skills Library HHH 1-10		00462	None	15.00	None	1	New	
Study Skills Library III 1-10		00463	None	15.00	None	1	New	

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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Social Studies DD 1-10		00465	None	$ 15.00	None	1	New	
Social Studies EE 1-10		00466	None	15.00	None	1	New	
Social Studies FF 1-10		00467	None	15.00	None	1	New	
Social Studies GG 1-10		00468	None	15.00	None	1	New	
Social Studies HH 1-10		00469	None	15.00	None	1	New	
Social Studies II 1-10		00470	None	15.00	None	1	New	
Studies Skill Library DJ		00471	None	6.00	None	1	New	
JDI Controlled Reader Story Set Filmstrip EA(5) 1-25		00472	None	87.50	None	1	New	
JDI Controlled Reader Story FA (5) 1-25		00473	None	87.50	None	1	New	
JDI Controlled Reader Story GA (6) 1-25		00474	None	87.50	None	1	New	
JDI Controlled Reader Stor HA (6) 1-25		00475	None	87.50	None	1	New	
JDI Controlled Reader Stor V-789		00476	None	55.00	None	1	New	
JDI Controlled Reader Stor								

PROJECT MODEL

INVENTORY LIST

71018--Guidance & Evaluation Unit
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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
EDI Controlled Reading Set Filmstrip CPEA (5) 1-15		00478	None	$ 52.50	None	1	New	
EDI Controlled Reading Set Filmstrip PT-CA (1) 1-30		00479	None	87.50	None	1	New	
EDI Controlled Reading Set CPDA (4) 1-15		00480	None	52.50	None	1	New	
EDI Controlled Reading Set PT-BA (1) 1-30		00481	None	87.50	None	1	New	
EDI Controlled Reading Set TACH X SET 40 (22 Filmstrip)		00482	None	45.00	None	1	New	
EDI Controlled Reading Set TACH X Set 40 (14 FilmPt2)		00483	None	45.00	None	1	New	
EDI Controlled Reading Set C-7-8 1to 25		00484	None	87.50	None	1	New	
EDI Controlled Reading Set AD (5) 1to10		00485	None	35.00	None	1	New	
AM/FM Ampex Speaker		00486	None	PM 00406	None	1	New	
AM/FM Ampex Speaker		00487	None	PM 00406	None	1	New	
FLASH-X		00488	None	77.00	None	1	New	
Metal Desk Chair		00489	None	10.30	None	1	New	
Metal Desk Chair		00490	None	10.30	None	1	New	

PROJECT MODEL
INVENTORY LIST

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71018--Guidance & Evaluation Unit
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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Metal Desk Chair		00491	None	$ 10.30	None	1	New	
Metal Desk Chair		00492	None	10.30	None	1	New	
Metal Desk Chair		00493	None	10.30	None	1	New	
Metal Desk Chair		00494	None	10.30	None	1	New	
Metal Desk Chair		00495	None	10.30	None	1	New	
Metal Desk Chair		00496	None	10.30	None	1	New	
Metal Desk Chair		00497	None	10.30	None	1	New	
Metal Desk Chair		00498	None	10.30	None	1	New	
Metal Desk Chair		00499	None	10.30	None	1	New	
Metal Desk Chair		00900	None	10.30	None	1	New	
Metal Desk Chair		00901	None	10.30	None	1	New	
Metal Desk Chair		00902	None	10.30	None	1	New	
Metal Desk Chair		00903	None	10.30	None	1	New	

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71018--Guidance & Evaluation Unit
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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Station I Basic Tools	*	00904	None	$900.00	None	1	New	
Singer/Grayflex Studymate		00905	S007808	77.78	None	1	New	
3/8" Electric Drill		00906	5925	PM 904	None	1	New	
Machinist Vise		00907	None	PM 00904	None	1	New	
Station 2 Bench Assembly	*	00908	None	1145.00	None	1	New	
Singer/Grayflex Studymate		00909	S009 370	77.78	None	1	New	
Metal Test Block		00910	None	PM 00908	None	1	New	
Station 3 Drafting	*	00911	None	875.00	None	1	New	
Singer/Grayflex Studymate		00912	S009 225	77.78	None	1	New	
Mayline Drafting Board and Square		00913	None	PM 00911	None	1	New	
Station 4 Electricity	*	00914	None	830.00	None	1	New	
Singer/Grayflex Studymate		00915	S008 354	77.78	None	1	New	

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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Electronic Soldering Gun Model #100		00917	None	PM $00914	None	1	New	
Station 5 Plumbing	*	00918	None	975.00	None	1	New	
Singer/Grayflex Studymate		00919	S005 835	77.78	None	1	New	
Station 6 Carpentry	*	00920	None	945.00	None	1	New	
Singer Grayflex Studymate		00921	S008 693	77.78	None	1	New	
Station 7 Air Conditioning	*	00922	None	820.00	None	1	New	
Singer Grayflex Studymate		00923	S006 193	77.78	None	1	New	
Station 8 Soldering and Welding	*	00924	None	840.00	None	1	New	
Singer Grayflex Studymate		00925	S005 939	77.78	None	1	New	
Station 9 Business & Sales	*	00926	None	870.00	None	1	New	
Singer/Grayflex Studymate		00927	S008 416	77.78	None	1	New	
Station 10 Needle Trade	*	00928	None	935.00	None	1	New	

P R O J E C T M O D E L

I N V E N T O R Y L I S T

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71018--Guidance & Evaluation Unit
Unit # and Description

5 /14 /
Date

Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Singer Sewing Machine		00930	102833	PM $00928	None	1	New	
Singer Sewing Machine Foot Pedal CR303		00931	None	PM 00928	None	1	New	
Shetland Vacuum Sweeper		00932	None	43.95	None	None	New	DONATED
Audio Vision Mark 7 Project (Ken Cook)		00933	9588	999.00	1009	2	New	
Sawyer's Microscreen		00934	None	PM 00933	1009	2	New	
Audio Vision Mark 7 Projector (Ken Cook)		00935	9586	999.00	1007	2	New	
Sawyer's Microscreen		00936	None	PM 00935	1007	2	New	
AudioVision Mark 7 Projector (Ken Cook)		00937	9589	999.00	1010	2	New	
Sawyer's Microscreen		00938	None	PM 00937	1010	2	New	
Audio Vision Mark 7 Projector (Ken Cook)		00939	9587	999.00	1011	2	New	
Sawyer's Microscreen		00940	None	PM 00939	1011	2	New	
Ken Cook Mark 7 Rewind		00941	None	89.50	1074	3	New	
Sony AV-3600 Video							Like	

PROJECT MODEL
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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Sony Electronic View Finder AVC 3200		00943	56503	$400.00	None	4	Like New	
Sony Video Camera AVC 3210		00944	22607	400.00	None	4	Like New	
Sony VCT 20 Tripod		00945	61217	43.00	None	4	Like New	
Sony F16 64 MM Lens		00946	224529	65.00	None	4	Like New	
Kodak EKtagraphic Lens		00947	None	75.00	None	1	New	
Sony Video Monitor CUM920V		00948	14723	195.00	None	4	Like new	
Daylite 40" x 40" Screen		00949	None	12.50	None	1	New	
Power Pak CSM ABC Fire Extinguisher		00950	434953	12.50	None	1	New	
MAY Blau & Sons Desk		00951	None	200.40	None	1	New	
Stat. 4 Position Learning		00952	None	420.41	None	1	New	
Rand McNally Wall Map of the World		00953	None	69.00	None	5	Like New	
Brown Office Chair with Arms		00954	None	50.00	None	5	Like New	
Citizen Adding Machine							Like	

PROJECT MODEL

INVENTORY LIST

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71018--Guidance & Evaluation Unit
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Item & Model #	Adden.	Project Model #	Serial #	Cost	P.O. #	Funding Source	Condit	Disposition & Remarks
Remington Standard Typewriter		00956	M693131	$225.00	None	5	Like New	

PROJECT MODEL....

INVENTORY ADDENDUM

CONSUMABLES
ITEM DESCRIPTION

71018
MOBIL UNIT #

PROJECT MODEL #

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Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
1 Ream Green Mimeo		3 Kodak Mailers	
1 Ream Goldenrod Mimeo		1 Carton 6 Bulbs	
1 Ream Parsons Pink		6 Erasers	
1 Ream Parsons Canary		1 Box Chalk	
6 Pads $8\frac{1}{2}$ x 11 Lined White Paper		2 Boxes Paperclips	
8 Spools $2\frac{1}{4}$" Adding Machine Tape		5 Pkgs. 3x5 Cards	
2 Typewriter Erasers		4 Pkgs. 4x6 Cards	
2 Round Erasers		2 18" Rulers	
2 Boxes Carbon Paper		24 Composition Books	
5 Boxes Pencils		25 $8\frac{1}{2}$ x 11 Plastic Folders	
1 Box 5000 Staples		3 Pads $8\frac{1}{2}$ x 11 Paper White	
2 Box of Erasers		3 Boxes File Folders	
1 Box of 100 Manila File Folders		1 Roll of Tape (Adhesive)	
1 Felt Stamp Pad		1 Roll of Scotch Tape	
1 Box 142 White Envelopes 6 3/4		28 Sheets of Metal	
2 Boxes 200 Spartan Clasp Envelopes		25 Sheets Medium 25 Fine Sand Paper Cloth	
1 Roll Absorbent Gauze		Coppertubing 50'	
2 Reams White Bond Parsons Paper		6 Spools Thread	
12 5x8 Pads of White Ruled Paper		10 Sheets $\frac{1}{4}$ x 8" x 18"	
1 Roll Twine		37 7" Extension Legs	
1 Jar Hand Cleaner		200 Blank Credit Card Forms	
1 Pkg. Green Paper		6 Hacksaw Blades	
2 Pkg. Pink Paper		1 Cornet 770 Tubing Threader	
2 Bottles Glue		18 Pkgs. Magic Flashcubes	
2 Pkgs. Pink Mimeo Paper			
2 Pkgs. Green Mimeo Paper			
1 Doz. Round Typewriter Erasers			
2 Boxes (100) 10x12 Manila Envelopes			
2 Reams Parsons White Bond			
1 Case White Reclamation Paper			
1 Case Manila 100 Letter Size			

PROJECT MODEL

INVENTORY ADDENDUM

MISCELLANEOUS EQUIPMENT
ITEM DESCRIPTION

71018
MOBIL UNIT #

PROJECT MODEL #

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Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
3 Letter Openers			
1 Screwdriver			
2 Twelve Inch Rulers			
1 Blackboard Eraser			
2 Swingline Staplers			
1 Desk Pad			
1 Stand Up Wastebasket			
4 Murdock Headsets			
3 Carousel Slidetrays (80)			
6 Oxford Pendaflex Drawer Frames			
1 Sony 94-520 2-00 Camera Cable			
1 Argus 560 Electromatic Remote Control			
3 Wall Clocks			
8 Wastebaskets			
3 Push Ashtrays			
Miscellaneous cords, plugs, take-up reels, and electrical supplies.			

PROJECT MODEL

INVENTORY ADDENDUM

TEACHER AIDS
ITEM DESCRIPTION

71018
MOBIL UNIT #

PROJECT MODEL #

5 /14
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Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
1 HEF Audio Visual Equipment Catalog			
1 Mathematics Skill Building Workbook			
1 How to Use the Adding Machine Workbook			
1 Rogets Thesaurus			
15 Gregg Quick Filing Practice			
5 English the Easy Way Workbooks			
1 Word Division Manual			
1 Typewriting Style Manual			
1 English the Easy Way Manual			
1 Baking Basics--Teacher's Reference			
10 Workbook Exercises in Alphabetic Filing			
1 Book General Aptitude Test Battery Training Materials			
2 Pkgs. Office Machine Course Books			
15 Books on Punctuation Exercises			
15 IQ Test Booklets			
1 Pkg. Level II Form A Test			
1 Pkg. Able Adult Basic Learning Examination			
13 Spelling Drills & Exercises Workbooks			
16 English Usage Drills & Exercise Workbooks			
16 Able Level II Form A Test Packages			
10 Able Level I Form A Test Packages			
2 Pkgs. KX126-20 Color Slides			
6 Full Video Tapes			
3 "Full Time Employment" 100 Series			
2 "Selecting a Trade" 100 Series			

PROJECT MODEL

INVENTORY ADDENDUM

EDI CONTROLLED READER SET MT
ITEM DESCRIPTION

71018
MOBIL UNIT #

00409
PROJECT MODEL #

5 /14 /
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Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
MT (3NO 1 to 5 MT (3L) 6 to 10 MT (3S) 11 to 15			

PROJECT MODEL

INVENTORY ADDENDUM

EDI INTERMEDIATE ACCURACY READER DEF
ITEM DESCRIPTION

71018
MOBIL UNIT #

00426
PROJECT MODEL #

5 /31 7
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Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
N5 (O) 1-2			
N6 (O) 3-4			
N7 (O) 5-6			
N8 (O) 7-8			
N9 (O) 9-10			
L3 (O) 11			
L4 (O) 12			
L5 (O) 13			
L6 (O) 14			
L7 (O) 15			
N3 (Price) 16			
N4 (Price) 17			
N 2-5 (Price) 18			
N7 (TEL) 19-20			
NL (LIC) 21-22			
SE2-23			
SE3-24			
SE4-25			

PROJECT MODEL

INVENTORY ADDENDUM

EDI WORD RECOGNITION & SPELLING DEFA
ITEM DESCRIPTION

71018
MOBIL UNIT #

00427
PROJECT MODEL #

5 / 3
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
W-DA (21-24) W-DA (1-32) 1-8 W-EA (1-32) 1-8 W-FA (1-32) 1-8			

PROJECT MODEL

INVENTORY ADDENDUM

Station I Basic Tools
ITEM DESCRIPTION

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71018
MOBIL UNIT #

00904
PROJECT MODEL #

5 /11 /
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
4 Leg Extensions		2 White Parts Bag	
1 Headset		3 3/4" x 16" x 1 3/4" Hex Hd. Bolt	
1 Ball Pen Hammer		3 3/8" Washer	
1 12" Steel Scale Ruler		3 3/8-16 Hex Nut	
1 Machinist Vise		1 Study Mate Light Bulb	
1 Safety Goggles		1 Short Cassette Tape	
1 12" Combination Square		1 Small Carton	
1 Hacksaw			
1 Pack of 5 Hacksaws			
1 8" Circle Scribe			
1 8" Round Bastard File			
1 8" Half Round Bastard File/Handle			
1 ½" Drill Bit w/¼" Shank			
1 ½" Drill Bit			
1 3/4" Drill Bit			
1 Center Punch			
1 3/8" Electric Drill			
1 Single Double Loop Pegboard			
4 Pegboard Clamps			
6 Pegboard Single Hook			
1 Pegboard 2 3/4" Pin			
1 Circle Template			
1 Filmstrip			
1 Long Cassette Tape			
1 Study Mate			
1 Plastic Film Takeup			
4 1/8" x 2" x 12" Aluminum Bar			
1 Blue Plastic Box			
1 File Card Brush Wire			
1 Shop Apron			
1 Emery Cloth			

PROJECT MODEL.......

INVENTORY ADDENDUM

Station 2 Bench Assembly

ITEM DESCRIPTION

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71018
MOBIL UNIT #

00908
PROJECT MODEL #

5/14/
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
4 Leg Extensions		1 Study Mate Light Bulb	
1 Headset		1 Short Cassette Tape	
1 8" Adjustable Wrench		2 Cassette Containers	
1 4" Screwdriver		2 Cassette Labels	
1 4" Screwdriver 3/16" Blade			
1 4" Phillips Screwdriver			
1 3" Phillips Screwdriver			
1 Phillips Offset Screwdriver			
1 Nutdriver 7/16 Hex			
1 Nutdriver $\frac{1}{4}$"			
1 Box Wrench $\frac{1}{2}$ x 9/16"			
1 Ratchet Driver 3/8 Drive			
1 Speeder Wrench 16"			
1 7/16 Socket			
1 $\frac{1}{2}$ Socket			
1 9/16 Socket			
1 Allen Wrench 5/32			
1 Allen Wrench 3/16			
1 Pegboard 6 Double Loop			
1 Pegboard Single Double Loop			
3 Pegboard Clamps			
3 Pegboard Single Hook			
1 12 Bin Plastic Bolt Box			
1 Filmstrip _			
1 Long Cassette Tape			
1 Metal Test Block			
1 Plastic Film Takeup			
1 Study Mate			
1 White Parts Bag			

PROJECT MODEL

INVENTORY ADDENDUM

Station 3 Drafting
ITEM DESCRIPTION

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71018
MOBIL UNIT #

00911
PROJECT MODEL #

5 / 14 /
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
4 Leg Extensions		200 Drafting Tests	
1 Headset		2 Drafting Plates	
8 Pegboard Single Hooks		1 Studymate Light Bulbs	
1 Pegboard Pin 1¼"		1 Short Cassette Tapes	
1 Pencil Sharpener		Large Box	
1 Drawing Board		2 Cassette Containers	
1 Roll Drafting Tape		2 Cassette Labels	
1 Sanding Board Post 3000			
1 Board Brush 6"			
1 Plastic Eraser			
1 6"--45 degree Triangle			
1 8" 60 Degree Triangle			
1 12" Wood Scale Ruler			
1 Small Bow Compass			
1 Large Bow Compass			
200 Dozen #4 Pencils			
1 Vellum Sheets 11" x 17"			
1 Dozen #2 Pencils			
1 Circle Template			
1 Filmstrip			
1 Long Cassette Tape			
1 Study Mate			
1 Plastic Film Takeup			
1 Studymate			
1 Plastic Film Takeup			

PROJECT MODEL
INVENTORY ADDENDUM

Station 4 Electricity
ITEM DESCRIPTION

71018
MOBIL UNIT #

00914
PROJECT MODEL #

5 /14 /
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
4 Leg Extensions		2 Cassette Containers	
1 Headset		2 Cassette Labels	
1 12" Steel Scale Ruler			
1 Soldering Iron			
1 Wire Stripper			
1 Bent Needle Nose Pliers			
1 Lineman's Pliers			
1 Diagonal Wire Cutter			
1 8" Rotary Mower File			
1 Roll Plastic Electric Tape			
1 100' Roll #14 Wire Single Strand			
1 Can Soldering Paste			
1 Roll Rosin Core Solder			
5 Pegboard Hooks			
1 Pegboard Shelf Frame			
1 Pegboard Pin 2 3/4"			
4 Pegboard Plier Holders			
1 Soldering Gun in Box			
1 Filmstrip			
1 Long Cassette Tape			
1 Study Mate			
1 Plastic Film Takeup			
1 Asbestoes Pad			
20 Wood Stirring Sticks			
1 White Parts Bag			
1 Study Mate Light Bulb			
1 Short Cassette Tape			
1 Small Box			

PROJECT MODEL

INVENTORY ADDENDUM

Station 5 Plumbing
ITEM DESCRIPTION

71018
MOBIL UNIT #

00918
PROJECT MODEL #

5 /14 /
Date

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Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
1 Headset			
1 Modified Studymate			
1 Film Take-up			
1 Film Strip w/Container			
1 Audio-Tape Cassette Long			
1 Audio Tape Cassette Short			
1 Study mate Light Bulb			
1 Plumber's Vise			
1 Pipe Cutter			
1 Pipe Reamer			
1 Pipe Threader			
1 8" Flat File (Coarse)			
1 Handle			
1 12" Steel Scale			
1 Awl			
1 Drill Brace			
5 Blue Plastic Bins			
4½" x 4½" x 3" Deep			
2 8" Pipe Wrenches			
1 6" Adjustable Wrench			
1 8" Aduustable Wrench			
16 1/8" Galvinized 90 Degree Elbow			
20 1/8" x 4" Galvinized Nipples			
16 1/8" x 1½" Galvinized Nipples			
[illegible] 1/8" Galvinized Unions			
[illegible] 1/8" Galvanized Tees			
1 Threading Cutting Oil			
30 3/8" Galvinized Pipe 18" Long			
30 Shop Cloth			

PROJECT MODEL

INVENTORY ADDENDUM

Station 6 Carpentry
ITEM DESCRIPTION

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71018
MOBIL UNIT #

00920
PROJECT MODEL #

5/1 /
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
5 Leg Extensions		3 /White Parts Bags	
1 Headset		2 Cassette Containers	
1 12" Steel Scale Ruler		2 Cassette Labls	
1 10 Point 20" Hand Saw		1 Studymate Light Bulb	
1 Carpentry Drill Brace		1 Short Cassette Tape	
1 3/8" Wood Drill		1 Study Mate	
1 8" Pencil Compass			
1 Combination Square & Level			
1 4" Screwdriver ¼" Blade			
1 ¼" Wood Chisel			
1 8 oz. Mallet			
1 Combination 10" Show Rack			
1 6½" Coping Saw w/Blade			
3 Coping Saw Blades			
11 Pegboard Hooks			
1 Carpentry Vise			
1 Filmstrip			
1 Long Cassette Tape			
1 Plastic Film Takeup			
5 ¼" 20 x 2½ Hex Wood Bolts			
5 ¼" 20 Hex Nuts			
10 ¼" Washers			
20 Stirring Sticks			
8 1 x 4 x 12" Long Clear Pine Boards			
24 ¼" x 8 x 18 Plywood Grade A			
24 3/8" Dowel 12" Long			
24 Sheets Med. Sandpaper			
24 Sheets Fine Sandpaper			
1 Elmer's Glue			
Plastic Wood			
Shop Cloths			

PROJECT MODEL

INVENTORY ADDENDUM

Station 7--Air Conditioning
ITEM DESCRIPTION

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71018
MOBIL UNIT #

00922
PROJECT MODEL #

5/74
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
1 Headset			
1 Modified Studymate			
1 Film Takeup			
1 Filmstrip w/Container			
1 Audio Tape Cassette Long			
1 Audio Tape Cassette Short			
1 Studymate Lightbulb			
1 Flaring Tool w/Bar			
1 Awl			
2 8" Adjustable Wrenches			
1 12" Steel Scale			
1 Tube Cutter			
1 Tube Binder (Spring)			
2 3/4" x 5/8" Open End Iron			
4 Yellow Plastic Bins 4½" x 4½" x 3" Deep			
2 3/8" Flared Brass Elbows w/ Nuts			
1 3/8" Brass Compression Union w/ nuts			
1 3/8" Brass Compression Tees w/nuts			
2 3/8" Flare Union w/nuts			
2 50' Roll, 3/8" Copper Tubing			
120 3/8" Compression Sleeve			

PROJECT MODEL

INVENTORY ADDENDUM

BEST COPY AVAILABLE

Station 8--Soldering & Welding
ITEM DESCRIPTION

71018
MOBIL UNIT #

00924
PROJECT MODEL #

5/21/
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
1 Headset		2 Solid Solder Roll	
1 Modified Studymate		1 Solder Paste Can	
1 Film Take-up		50 1/4" Copper Tube Sweating Sleeve	
1 Filmstrip w/container		1 3/8" Copper Tube, 50' Roll	
1 Audio Tape Cassette Long		40 Wood Stirring Sticks	
1 Audio Tape Cassette Short		3 120 Unit 1" x 12' Emery Cloth	
1 Studymate Lightbulb		15 Shop Cloths	
1 Tube Cutter		1 ½" x 8" x 8" Asbestoes Pad	
1 8oz. Ballpen Hammer		1 1/8" x 12" x 12" Steel Plate	
1 12" Steel Scale			
1 Awl			
1 45Degree Flaring Tool w/bar			
1 1 lb. Propane Tank w/tip			
1 1 lb. Propane Tank			
1 Striker			
1 45 Degree Swagging Tool 3/8"			
1 45 Degree Swagging Tool, 5/16			
1 Tubing Stand			
1 Safety Goggles			
1 Yellow Plastic Bin 4' x 4½ x 3 " deep			
1 8" Slip Joint Pliers			
1 Torch Stand			
1 Plexiglass Shield			

PROJECT MODEL

INVENTORY ADDENDUM

Station 9--Office & Sale Clerk
ITEM DESCRIPTION

71018 MOBIL UNIT #

00926 PROJECT MODEL #

5 / 31 Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
1 Headset			
1 Film Take-up			
1 Filmstrip w/ Contain			
1 Audio Tape Cassette--Long			
1 Audio Tape Cassette--Short			
1 Gray Card File Box			
1 Set Index Cards Alpha			
1 File Cards 3x5 typeset			
1 Imprint Credit Card			
1 Charge Card Sample			
50 Filing Work Sheets			
3 Wood Pencils			
300 Credit Sales Tickets			
1 8½x11" Scratch Pad			
1 Stamped Metal Nameplate for Imprinter			
1 Study Mate Light			

PROJECT MODEL

INVENTORY ADDENDUM

Station 10—Needle Trade
ITEM DESCRIPTION

71018
MOBIL UNIT #

00928
PROJECT MODEL #

5 /14 /
Date

Auxiliary Equipment	Cost	Auxiliary Equipment	Cost
4 Leg Extension			
1 Headset			
4 Pegboard Hook			
2-3/4 Pegboard Pin			
2 Spool Thread			
1 Tailor Chalk			
24 ½ yd. Cotton Mat'l			
1 Scissors-Bright Handle			
1 Pinking Shears			
1 Filmstrip			
1 Long Cassette Tape			
1 Film Rewind			
200 Sewing Worksheets sets			
1 Parts Bag			
1 Study Mate Light			
1 Short Cassette Tape			

3.0 FIRST OPERATIONAL YEAR - JULY 1, 1973 THRU JUNE 30, 1974

3.1 PUBLIC RELATIONS

Project MODEL will continue to maintain a low visibility profile during the first part of the 1973-74 Fiscal Year until such time as all of the Teacher-Coordinators have received an adequate exposure to the five population types which will eventually be served. There will be, therefore, little contact with local news media to promote the concept of Project MODEL.

To adequately make aware Project MODEL's program to Receiving Agencies throughout the state, the following types of media will be used to effectively explain our program:

(1) Film - A sixteen millimeter color film documentary showing the first year of in-service training. The film will emphasize interaction between MODEL's target populations, the Teacher-Coordinators, and the automated instruction programs. It will show flexibility in program, ease in dealing with the handicapped, and stress the mobility of the units to travel virtually anywhere in the state. The "hands on" teaching technique will be filmed extensively so that target populations can identify their needs with potential entry-level skills in the community. The end result should excite the imagination of the community and promote Project MODEL's effectiveness as an innovative career development program. The film will be approximately ten minutes in length and will be used primarily as an information sharing device.

(2) Revision of the brochure - The present MODEL brochure will be updated and revised to more effectively present the concept, goals and philosophies of occupational education. To insure an adequate response, mailing lists will be updated to include the names of specific individuals. This will insure receipt of the literature by that individual and that proper action will be taken. A self-addressed, prepaid reply card will also be included in the mailer so that the reader may more easily obtain additional information on MODEL's program. Past

experience has shown that when the individual had to make a personal request the overall response was much less. Additional exposure to Project MODEL can be obtained by the use of a letter, either preceding or following the arrival of the brochure. The letter, written by the Project Director, additionally explaining the program, will give double exposure and help insure an adequate response to the mailing.

(3) News Releases – A low key news release can effectively promote the Project MODEL philosophy throughout the community. Articles documenting the completion of program by various client populations, will not only serve as an ego booster for those individuals, but will also advertise their availability for employment throughout the community. Additional news releases may be used from time to time to re-emphasize Project MODEL's program in selected areas with the hopes of creating new or renewed interest among agencies that were previously unaware of MODEL's program.

(4) Community Relations – Project MODEL will continue in every way possible to maintain adequate community relations with any individual or agency that can put MODEL in contact with the populations it serves.

(5) Elimination of the Low Visibility Profile – Will occur at such a time when the Project Director determines that the Teacher-Coordinators have received an adequate amount of in-service training with all of the special target populations (that is, physically and mentally handicapped, minorities and correctional institutions) then the low visibility profile will be lifted and MODEL will publicly announce its availability to any qualifying agency throughout the state. The anticipated time of this occurrence will be after the first of January, 1974.

(6) Propagation Proposals – MODEL will develop an education program as it relates to each mobile unit and the five populations served; i.e., 20 reports with tailored education packages based on previous experiences of in-service programs.

3.2 REVISED MEMORANDUM OF AGREEMENT WITH RECEIVING AGENCIES

It was concluded after many contacts with receiving agencies during the first part of the in-service training year, that additional explanation of the responsibilities between the agency and Project MODEL were necessary. The following document states those revisions.

Mobile Occupational Development Education Laboratories

173 CHELMSFORD ST. CHELMSFORD, MASS. 01824 TEL. (617) 256-9551

DR. EVERETT R. WARZECHA DIRECTOR

MEMORANDUM OF AGREEMENT WITH RECEIVING AGENCY

The goal of Project MODEL is to reach the unemployed in urban and rural areas, the handicapped, the disadvantaged, and the incarcerated residents who do not gain access to the established school environment. It is committed to helping these target populations gain the occupational competencies to become independent and self-supporting members of the human family.

Project MODEL cannot do this alone. It can demonstrate the effectiveness of job training for the individual. It can justify implementation of skilled training offerings in any particular environment and hope that such training opportunities will become ongoing and operational upon Project MODEL's departure. Its purpose is to stimulate and prompt the initiation of occupational programs wherever the mobile laboratory travels.

It is, therefore, incumbent upon a local agency to recognize the need of a local community and to apply for the program. The effort to introduce skilled training offerings in any environment must be the joint and mutual undertaking of Project MODEL and the RECEIVING AGENCY. Duties and responsibilities devolve upon each of the parties engaged in this common endeavor.

Joint Undertaking

Liaison - There shall be designated with the Receiving Agency and within Project MODEL for the transaction of prompt and immediate business, a designee with full responsibility for the conduct of the joint undertaking. In the Receiving Agency he shall be designated as the liaison with Project MODEL. Attached to his office shall be an assistant with full responsibility in his absence.

In Project MODEL he shall be the Teacher/Coordinator on location.

Physical Maintenance

Telephone - The immediate installation for continuous and uninterrupted telephone service in the mobile unit shall be available and shall be the responsibility of the Receiving Agency. All costs for telephone services will be borne by the Receiving Agency. Whenever this is impossible or would cause an extended delay in communications, Project MODEL will assume the cost for telephone service.

Electrical Power - Electrical service shall be made immediately available and shall be maintained continuously for the duration of instruction. Installation of this service, cost of power hook-up, maintenance and disassembly upon departure of the mobile unit, shall be the responsibility of the Receiving Agency. A service cord will be supplied on loan by Project MODEL in advance of the arrival of the mobile unit.

Removal of the service cord will be performed by the Receiving Agency only at the request of the Project MODEL Teacher/Coordinator.

If power is not acceptably installed within forty-eight hours after the arrival of the mobile unit, the mobile unit will be removed and transported to its next location.

Location - The mobile unit must be accessible to trainees. The decision regarding placement and location of the mobile unit shall be made co-jointly. Due consideration shall be given to the visibility and accessibility. Entrance and egress must be visible at all times by the custodial staff on duty of the Receiving Agency.

When the population being served is physically handicapped, the space and terrain should facilitate positioning of a thirty-foot ramp perpendicular to the mobile unit at either door.

A minimum space of fifteen feet shall be allowed between the mobile unit and the closest adjoining building for free access of fire apparatus in the event of emergency.

Instruction and Training

Process - The Director of Project MODEL shall have full responsibility regarding the conduct of Project Staff and all instruction which takes place within the learning laboratories.

Duration of Stay - Project MODEL, as the educational agency, shall have full responsibility for determining the length and the duration of the mobile unit on location. This will be measured in terms of Project MODEL's objectives relative to student performance and to curriculum and instructional requirements of the experimental laboratory.

Selection of Trainees - To better insure the program's effectiveness and student success, Project MODEL's staff should be directly involved with client selection. The Pr[illegible]ator and two Teacher/Coordinators of that unit will part[illegible]ection process.

All clients must be iden[illegible] be eligible for program within the criterion set forth by legislature (PL 90-576) and by (SURGE) Suggested Utilization of Resources and Guidance for Expenditures. Whenever records are available on individual clients, the Teacher/Coordinator of that unit serving that population should be granted access to these existing records.

Moving and Program Costs - The cost of Teacher/Coordinators' salaries, moving, and program supplies will be the responsibility of Project MODEL.

Schedule of Instruction - Normal program schedules are based on a six-hour day which include instruction, curriculum development, and placement. Since Project MODEL's operation is based upon the concept of flexibility, with approval of the Director, flexible schedules are allowed to meet the needs of the population being served.

The tentative schedule of service for the ____________________ program at ______________________________ will be as follows:

Screening ________________ to ______________
Unit Arrival Date ____________________
Orientation ____________________ to ______________
Instructional Program ______________ to ______________
Departure Date ____________________

Attendance of Trainees - The Receiving Agency will be responsible for daily attendance. If the Receiving Agency is not prepared to guarantee the attendance of the client in the program, then no referral should be made.

Due to limited resources and unlimited demands, when the daily attendance is reduced by 20 percent or more for two consecutive days, the unit will be moved and transported to its next location.

Follow-Up Training - Project MODEL Teacher/Coordinators will make every possible attempt to initiate Cooperative Education, On-the-Job Training, or Job Placement where and when appropriate levels of skill are mastered by the client and upon release by the institution where applicable. The Receiving Agency, through its liaison person, will follow-up and provide continuous job placement upon the departure of the mobile laboratory and program.

Reporting - Upon request, the Project Director will provide the appointed liaison person or other designate with a report of client performance, attitudes, or behavior where applicable at the completion of the program.

Evaluation - The liaison person of the Receiving Agency will feed back similar information on student population to the Director of Project MODEL through an informal critique of the program, staff and communications in addition to completing a prepared evaluation form.

Press Releases and Publicity

All press releases shall be engaged in co-jointly. No press releases shall be released without knowledge and approval of Project MODEL.

The Receiving Agency, however, shall be responsible for the recruitment of trainees and for job placement on completion of training. Public announcements and prospectus of job opportunities are encouraged. For purposes of accuracy such publication must have the concurrence of both parties prior to dissemination.

Security - A joint cooperative effort will be made by both parties relative to the physical well being of students, Project Staff, and damage protection to Project facilities and equipment.

In the event that imminent danger is evident or predicted, all efforts to withdraw from that facility will be expedited immediately.

In the event that any such emergency develops to jeopardize the security of the unit and its contents after instruction periods, or if the Teacher/Coordinator is absent, he should be contacted immediately along with the Project Director. The Director and instructional Staff of Project MODEL encourage a thorough inspection of the mobile unit upon its arrival, stay and departure from the institution. This inspection shall be performed in the presence of the assigned Teacher/Coordinator or Program Coordinator.

Vandalism - The Receiving Agency will accept the primary responsibility in correcting any vandalism damage to Project MODEL equipment.

The responsibilities and duties stated herein are clearly understood and meet with full agreement of all parties concerned in the mutual effort to meet the needs of the populations to be served.

In agreement whereof the undersigned affix their signatures to this joint endeavor.

____	Accepted as Presented	____________________ For the Receiving Agency	
____	Rejected Completely		
____	Accepted in Part (Modifications indicated within text)	____________ Title	________ Date
____	Accepted as Presented	____________________ For the Commissioner of	
____	Rejected Completely		
____	Accepted in Part (Modifications indicated within text)	____________ Title	________ Date
____	Accepted as Presented	____________________ Director, Project MODEL	
____	Rejected Completely	Div. of Occupational Education Mass. Department of Education	
____	Accepted in Part (Modifications indicated within text)	____________________ Date	

3.3 TIME TABLE OF ADMINISTRATIVE ACTIVITIES

Contents of Section

This section presents the planning scheme for nine major objectives to be attained during the second year of operation of the Project. The contents are as follows:

1. Summary accounting by subsidiary account numbers.
2. Milestone chart of Objectives and Activities.

For FY'74

BUREAU . Special Needs DIVISION Occupational Education

Project MODEL

Program Name And Service

An experimental delivery system comprised of 4 mobile laboratories to test the effectiveness and feasibility of Vocational Diagnosis and occupational education programs for Handicapped and Disadvantaged populations. The goal of this program is to develop proposals for the initiation and conduct of feasible programs by receiving agencies representing these populations.

Code Number

Subsidiary	01	02	03	04	05	06	07	08	09	10
State										
Federal		135778	16780			400				24800

Subsidiary	11	12	13	14	15	16	17	20
State								
Federal	9175	2975	3875	17918	1400	12000		6200

Funding

For Administration:

Total State -0-
Total Federal $49,978
Program Total $49,978

For Disbursement:

Total State -0-
Total Federal $181,323
Program Total $181,323

Personnel

Current Total Professional 4
Current Total Clerical 5

Professional (Authorized) 6
Clerical (Authorized) 6

Professional (Add'l. reqd.) 1 1/2
Clerical (Add'l. reqd.) 1

Milestone Report
Operational Year 1974
July 73 - June 74

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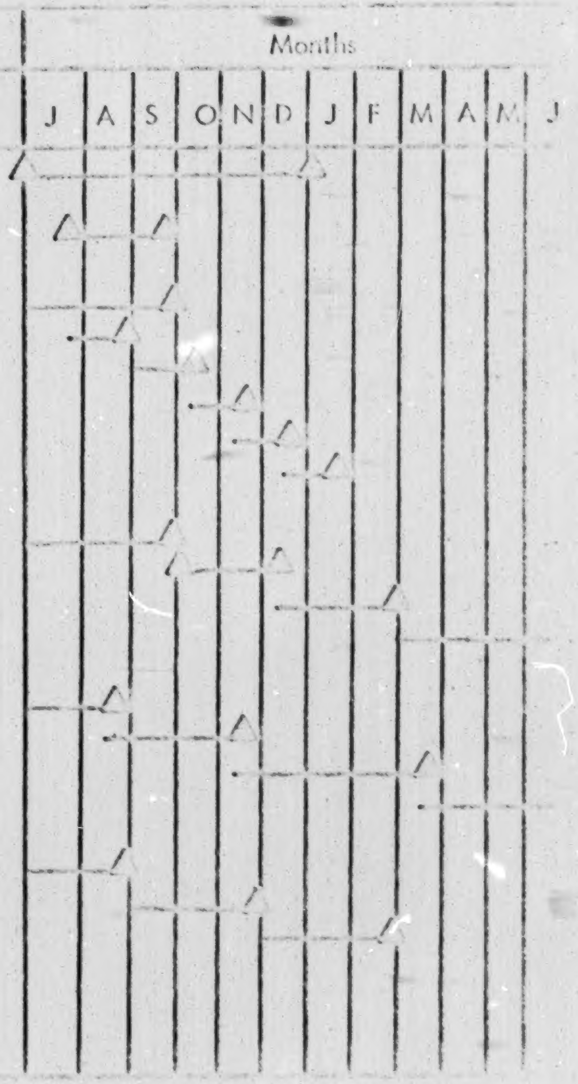
Division:	Occupational Education
Program:	Project MODEL
Number	Program Objectives and Activities
1.0	Complete In-Service Training
1.1	Replace Program Coordinator
1.2	Vocational Evaluation and Reading Diagnosis
	1.2.1 Replace T/C and T/C/A
	1.2.2 Train for Mentally Handicapped
	1.2.3 Train for Physically Handicapped
	1.2.4 Train for Deaf
	1.2.5 Train for Disadvantaged Urban Pop.
	1.2.6 Train for Corrections
1.3	Distributive Education
	1.3.1 Train for Mentally Handicapped
	1.3.2 Train for Disadvantaged Urban
	1.3.3 Train for Physically Handicapped
	1.3.4 Train for Deaf
1.4	Business Education
	1.4.1 Train for Mentally Handicapped
	1.4.2 Train for Disadvantaged Urban
	1.4.3 Train for Blind Handicapped
	1.4.4 Train for Physically Handicapped
1.5	Small Engine Repair
	1.5.1 Train for Urban Disadvantaged
	1.5.2 Train for Blind Disadvantaged
	1.5.3 Train for Federal Corrections Population



Milestone Report
Operational Year 1974
July 73 - June 74

Division: Occupational Education

Program: Project MODEL

Number	Program Objectives and Activities	J	A	S	O	N	D	J	F	M	A	M	J
2.0	Begin Operational Year							△					
2.1	Establish schedule Jan.-June, 1974					△							
2.2	Secure locations for delivering service					△							
2.3	Perform service for approximately 230 students during FY '74												
3.0	Develop Informational Film												
3.1	Secure bids	△											
3.2	Select contractor		△										
3.3	Develop film and sequence over full year												
3.4	Complete with 6 copies for dissemination												/
4.0	Anticipate second operational year												
4.1	Evaluate results to date (see 5.0)					△						△	
4.2	Revise brochure							/					
4.3	Remove low profile									△			
	4.3.1 Governors conference												
	4.3.2 Official launch												
	4.3.3 Mass media coverage												
4.4	Prepare Applications									△			
4.5	Prepare Data Processing									△			
4.6	Score and Award											△	
4.7	Establish FY'75 Schedule												
4.8	Submit FY'75 Budget												

Milestone Report
Operational Year 1974
July 73 -- June 74

Division: Occupational Education

Program: Project MODEL

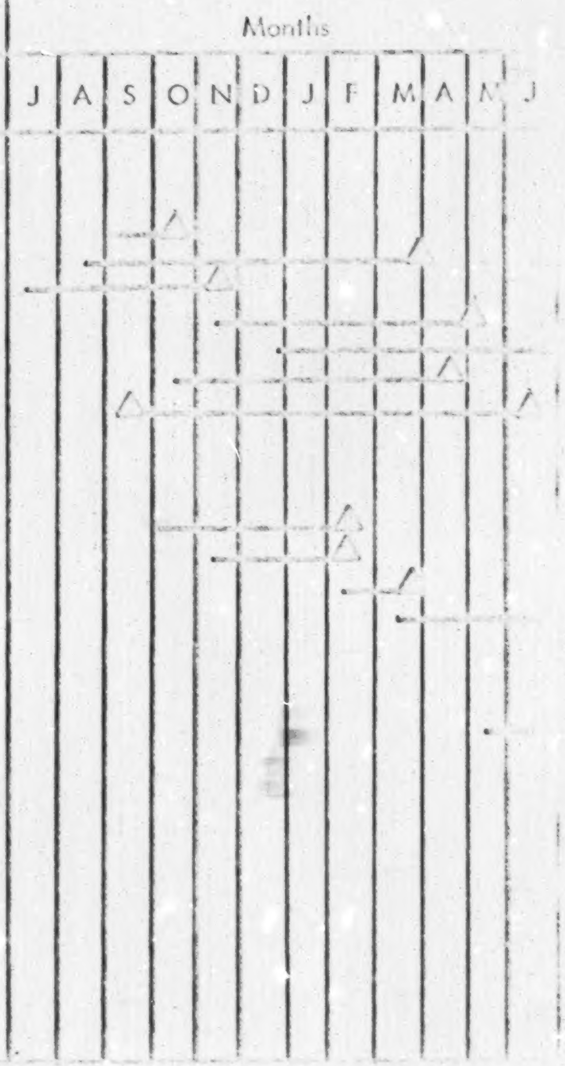
Number	Program Objectives and Activities	J	A	S	O	N	D	J	F	M	A	M
5.0	Complete 3rd Party Evaluation (preliminary)											△
5.1	Secure bids from contract			△								
5.2	Secure contractor for Evaluation				△							
5.3	Complete Phase I (criterion)						△					
5.4	Initiate Phase II (if budget allows)							△				
5.5	Complete Evaluation (Final Report)											△
6.0	Establish Computer Assisted Instruction (CAI)											
6.1	Determine feasibility (FY'73) △											
6.2	Secure computer and In-service Training for Project MODEL staff with Nashoba Valley Technical High School				△							
6.3	Secure terminals											
	6.3.1 Purchase 2 (DE, Auto)		△									
	6.3.2 Test feasibility					△						
	6.3.3 Acquire 3rd terminal (office)						△					
	6.3.4 Test feasibility						△					
	6.3.5 Secure remaining 2 terminals (Voc. Evaluation and Business Ed.)							△				
6.4	Computerize and data process Project MODEL data for each of the 4 programs									△		
6.5	Select and data process Project CAREER										△	
6.6	Convert D.E. storage and retrieval tape					△						
6.7	Store and retrieve data on student performance vis-a-vis graduations and certificates											△

Milestone Report
Operational Year 1974
July 73 – June 74

Division: Occupational Education

Program: Project MODEL

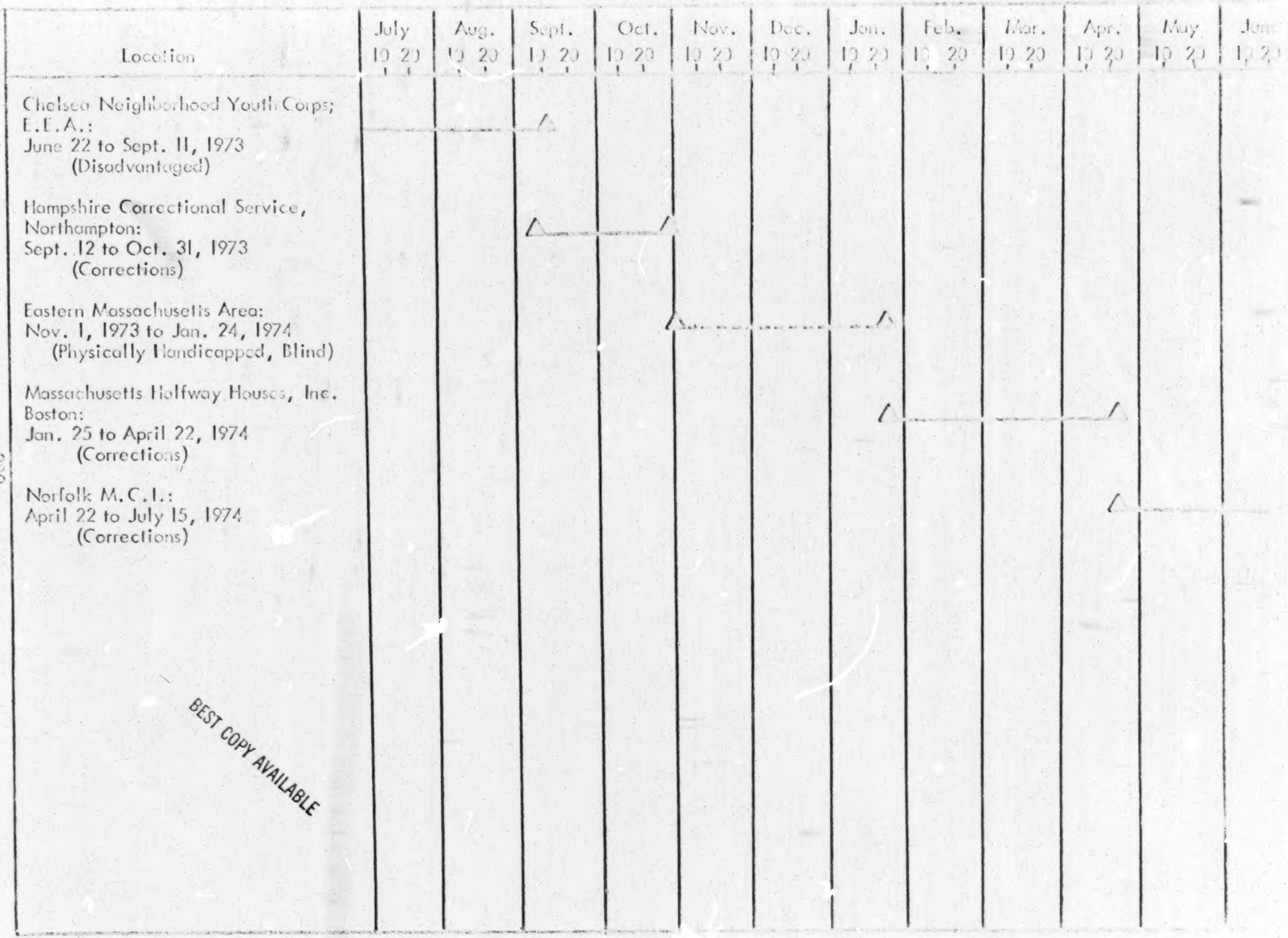
Number	Program Objectives and Activities
7.0	Plan and design career education program for Elementary "Technology for Children"
7.1	Obtain approval from DOE
7.2	Plan Curriculum
7.3	Hire Consultant (IA) (T4CP)
7.4	Design Curriculum
7.5	Interview teaching staff, T/C & T/C/A
7.6	Design Laboratory
7.7	Submit plan and costs for Funding FY'75
8.0	Develop Propagation Proposals
8.1	Hire Technical Writer (Consultant)
8.2	Hire Educational Researcher (Consultant)
8.3	Train Team to Develop Proposals
8.4	Prepare first Draft Proposals for 4 of 16 variable populations + 4 Programs (4 Draft Proposals)
9.0	Submit second Annual Report
9.1	Gather data
9.2	Propose future plans
9.3	Develop budget (FY'75)
9.4	Project time frame
9.5	Submit to DOE and LEA
9.6	Edit for popular version (Abstract)
9.7	Print and Disseminate

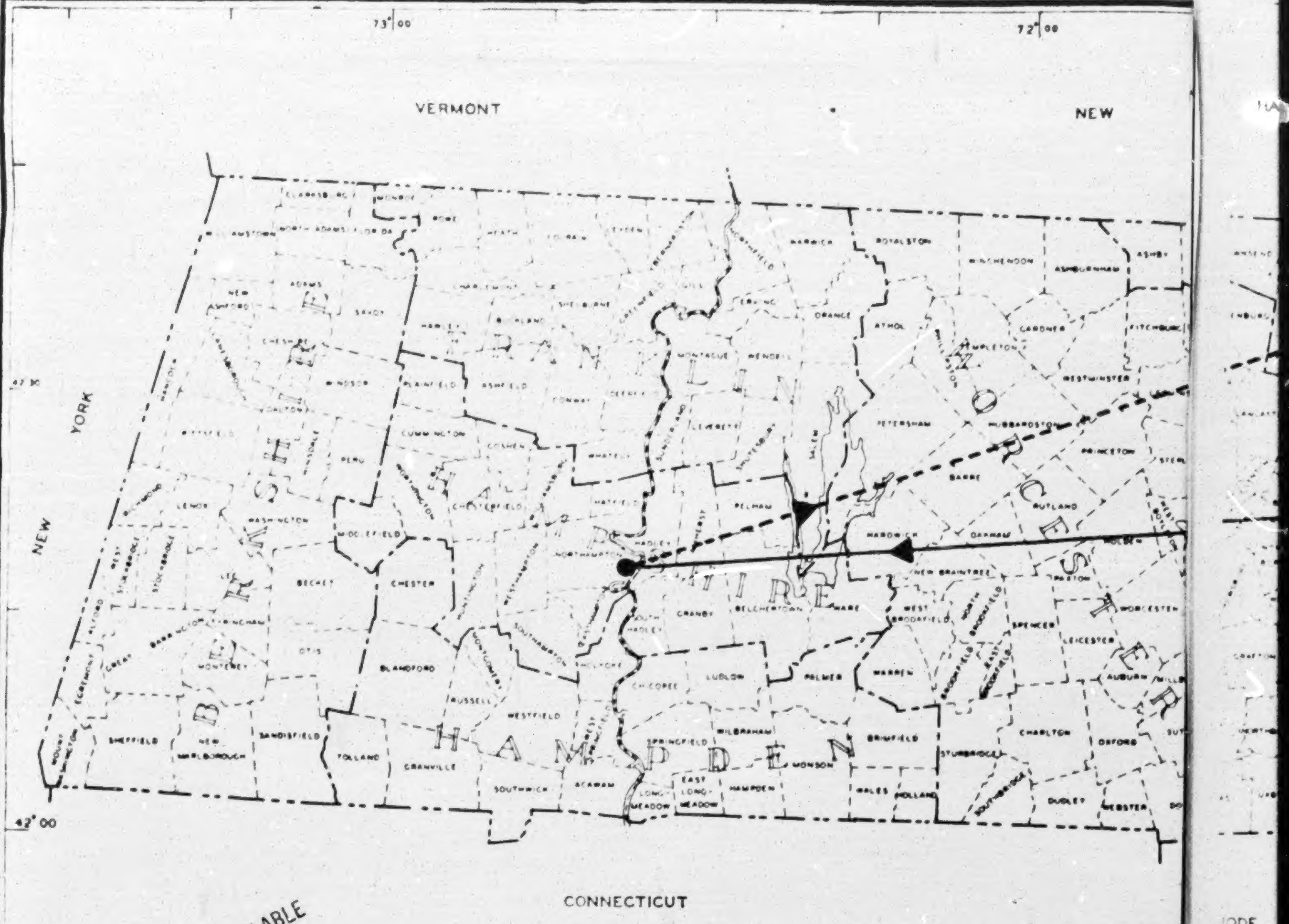


3.4 PROJECTED TIMETABLE OF ACTIVITIES FOR MOBILE UNITS

This section contains a synoptic picture of MODEL's projected mobile unit locations throughout the State of Massachusetts.

Each mobile unit's progression of activities is broken down by a gantt chart and a state map of intended locations.


Location
July 10 20
Aug. 10 20
Sept. 10 20
Oct. 10 20
Nov. 10 20
Dec. 10 20
Jan. 10 20
Feb. 10 20
Mar. 10 20
Apr. 10 20
May 10 20
Jun 10 20
Chelsea Neighborhood Youth Corps; E.E.A.: June 22 to Sept. 11, 1973 (Disadvantaged)
Hampshire Correctional Service, Northampton: Sept. 12 to Oct. 31, 1973 (Corrections)
Eastern Massachusetts Area: Nov. 1, 1973 to Jan. 24, 1974 (Physically Handicapped, Blind)
Massachusetts Halfway Houses, Inc. Boston: Jan. 25 to April 22, 1974 (Corrections)
Norfolk M.C.I.: April 22 to July 15, 1974 (Corrections)


73° 00
72° 00
VERMONT
NEW
NEW YORK
CONNECTICUT
BERKSHIRE
FRANKLIN
HAMPSHIRE
HAMPDEN
WORCESTER
42° 30
42° 00
NORTH ADAMS
ADAMS
PITTSFIELD
LENOX
GREAT BARRINGTON
SHEFFIELD
NEW MARLBOROUGH
SANDISFIELD
TOLLAND
GRANVILLE
SOUTHWICK
AGAWAM
WESTFIELD
BLANDFORD
RUSSELL
CHESTER
BECKET
OTIS
MONTEREY
WASHINGTON
WINDSOR
SAVOY
CUMMINGTON
GOSHEN
PLAINFIELD
ASHFIELD
CONWAY
WHATELY
HATFIELD
NORTHAMPTON
HADLEY
SOUTH HADLEY
GRANBY
BELCHERTOWN
WARE
PELHAM
AMHERST
LEVERETT
MONTAGUE
WENDELL
ORANGE
ERVING
ATHOL
ROYALSTON
WARWICK
WINCHENDON
ASHBURNHAM
ASHBY
GARDNER
FITCHBURG
TEMPLETON
WESTMINSTER
PETERSHAM
HUBBARDSTON
PRINCETON
BARRE
RUTLAND
HARDWICK
OAKHAM
HOLDEN
NEW BRAINTREE
WEST BROOKFIELD
SPENCER
LEICESTER
WORCESTER
AUBURN
CHARLTON
OXFORD
DUDLEY
WEBSTER
STURBRIDGE
BRIMFIELD
WALES
HOLLAND
PALMER
WARREN
MONSON
HAMPDEN
WILBRAHAM
LUDLOW
CHICOPEE
HOLYOKE
SPRINGFIELD
LONGMEADOW
EAST LONGMEADOW
RHODE

THE COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF COMMUNITY AFFAIRS

BUREAU OF PLANNING PROGRAMS

CITIES, TOWNS AND COUNTIES

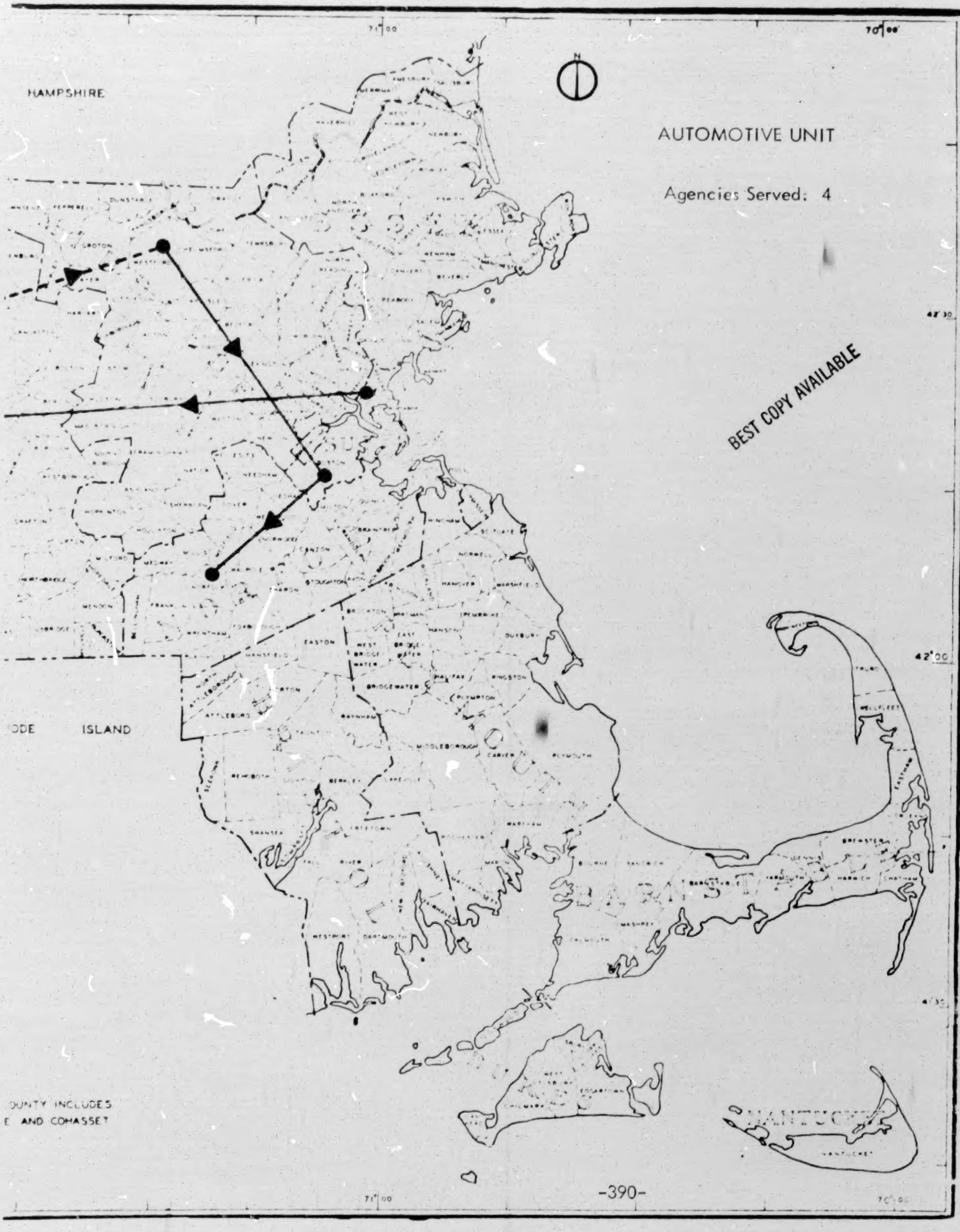
——— Intended

- - - - - - - Proposed

NOTE NORFO OUNTY
BROO E AND C

10 0 10 20 30 40
SCALE IN MILES

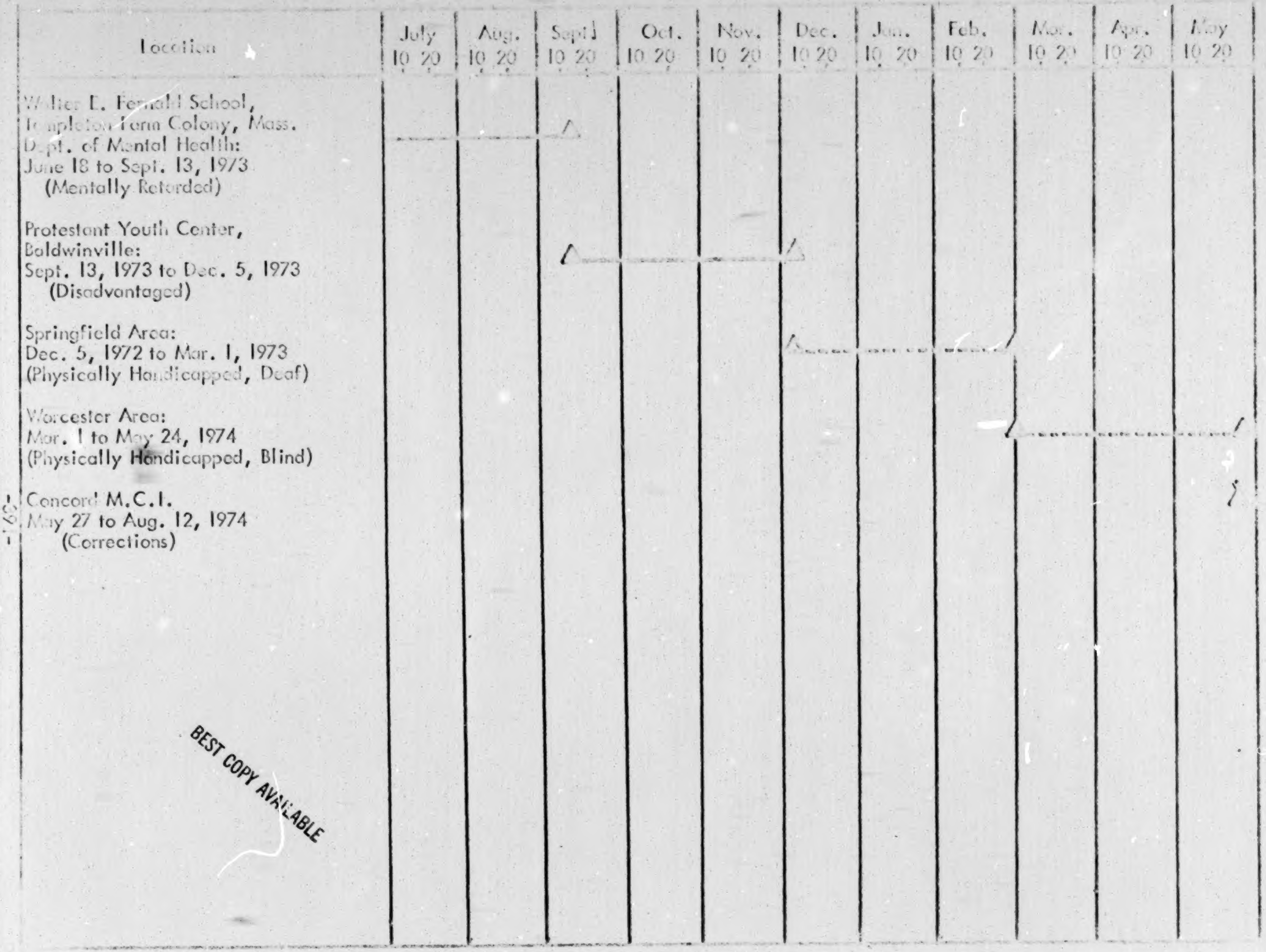
389a


71°00
70°00
HAMPSHIRE
42°30
42°00
ODE ISLAND
BARNSTABLE
NANTUCKET
OUNTY INCLUDES
E AND COHASSET
71°00
70°00

AUTOMOTIVE UNIT

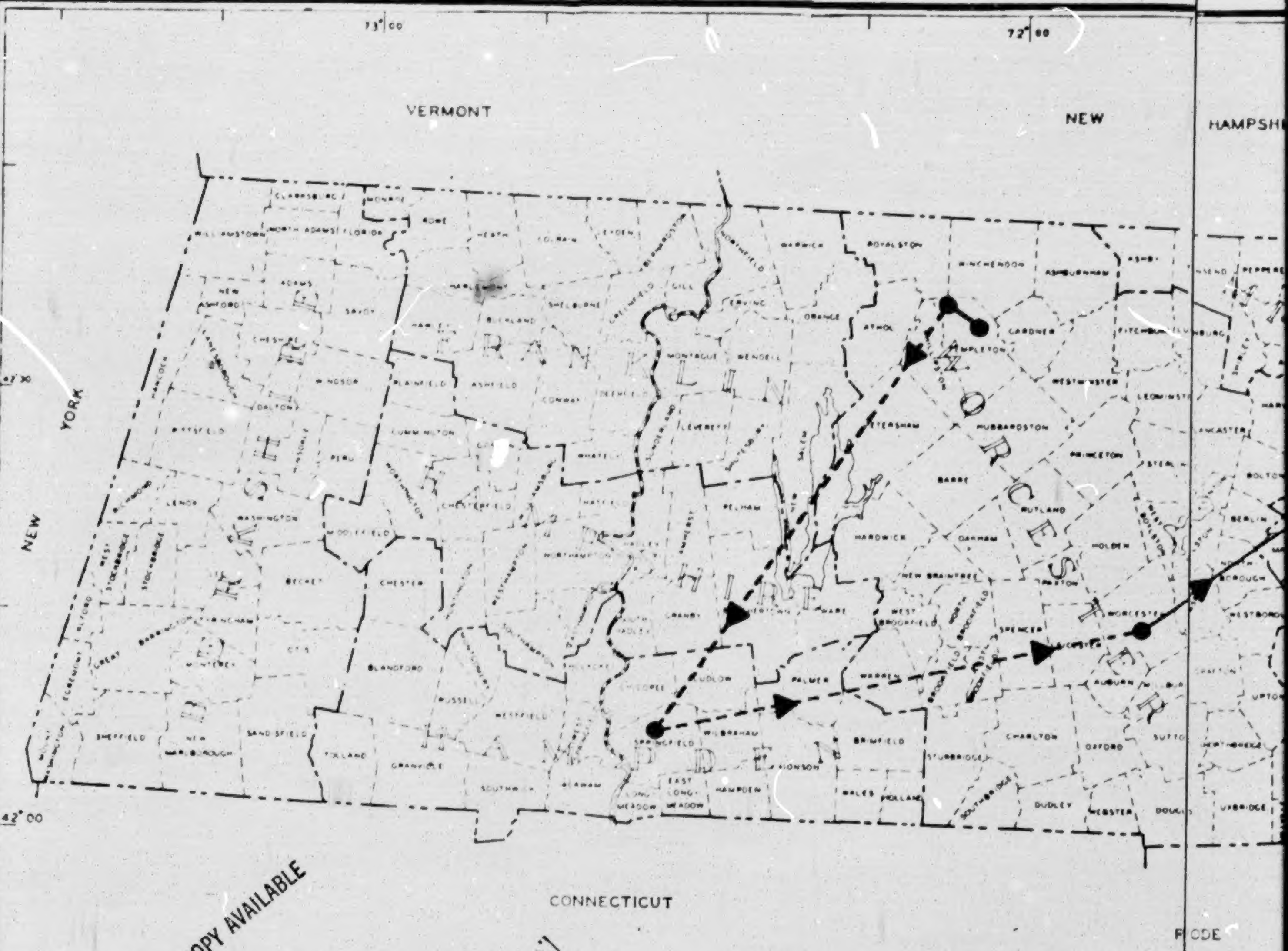
Agencies Served: 4

3.4.2 Projected 73/74 Fiscal Year Timetable of Activities for Business Unit



Location	July 10 20	Aug. 10 20	Sept. 10 20	Oct. 10 20	Nov. 10 20	Dec. 10 20	Jan. 10 20	Feb. 10 20	Mar. 10 20	Apr. 10 20	May 10 20	Ju 10
Walter E. Fernald School, Templeton Farm Colony, Mass. Dept. of Mental Health: June 18 to Sept. 13, 1973 (Mentally Retarded)												
Protestant Youth Center, Baldwinville: Sept. 13, 1973 to Dec. 5, 1973 (Disadvantaged)												
Springfield Area: Dec. 5, 1972 to Mar. 1, 1973 (Physically Handicapped, Deaf)												
Worcester Area: Mar. 1 to May 24, 1974 (Physically Handicapped, Blind)												
Concord M.C.I. May 27 to Aug. 12, 1974 (Corrections)												

BEST COPY AVAILABLE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72°00
VERMONT
NEW HAMPSH
NEW YORK
CONNECTICUT
RHODE
42°30
42°00
BERKSHIRE
FRANKLIN
HAMPSHIRE
HAMPDEN
WORCESTER
SPRINGFIELD
WORCESTER
GARDNER
TEMPLETON
PITTSFIELD
NORTHAMPTON
FITCHBURG
WINCHENDON
ATHOL
ORANGE
PALMER
LUDLOW
WESTFIELD
CHICOPEE
HOLYOKE
AMHERST
WARE
SPENCER
LEICESTER
CHARLTON
OXFORD
SOUTHBRIDGE
STURBRIDGE
BRIMFIELD
MONSON
WILBRAHAM
LONGMEADOW
EAST LONGMEADOW
HAMPDEN
GREAT BARRINGTON
SHEFFIELD
LENOX
NORTH ADAMS
ADAMS
WILLIAMSTOWN
GREENFIELD
DEERFIELD
MONTAGUE
BARRE
HARDWICK
PETERSHAM
HUBBARDSTON
WESTMINSTER
LEOMINSTER
PRINCETON
RUTLAND
HOLDEN
PAXTON
AUBURN
DUDLEY
WEBSTER

THE COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF COMMUNITY AFFAIRS

BUREAU OF PLANNING PROGRAMS

CITIES, TOWNS AND COUNTIES

———— Intended
- - - - - - Proposed

NOTE NORFOLK COUNTY INCL
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SCALE IN MILES

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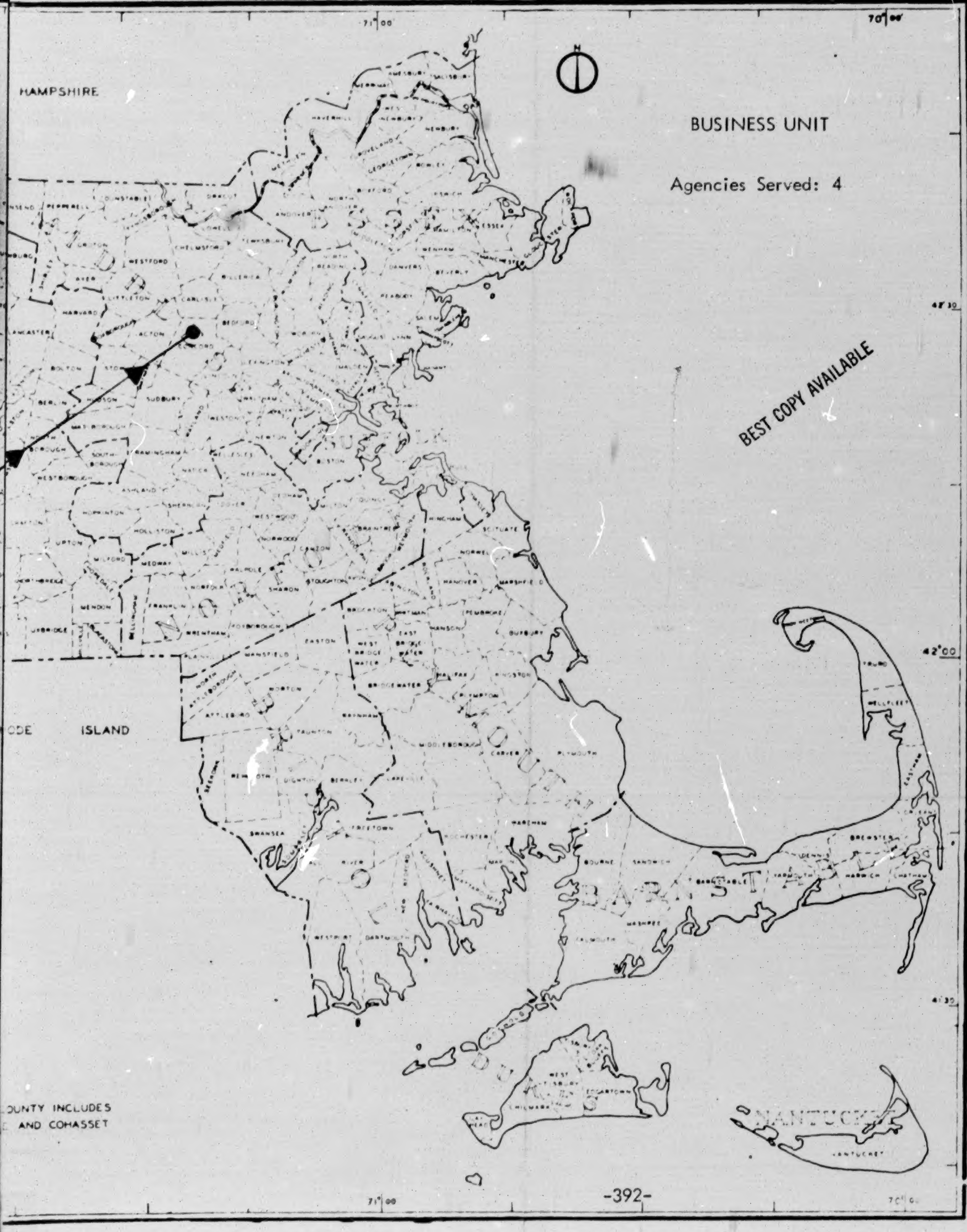
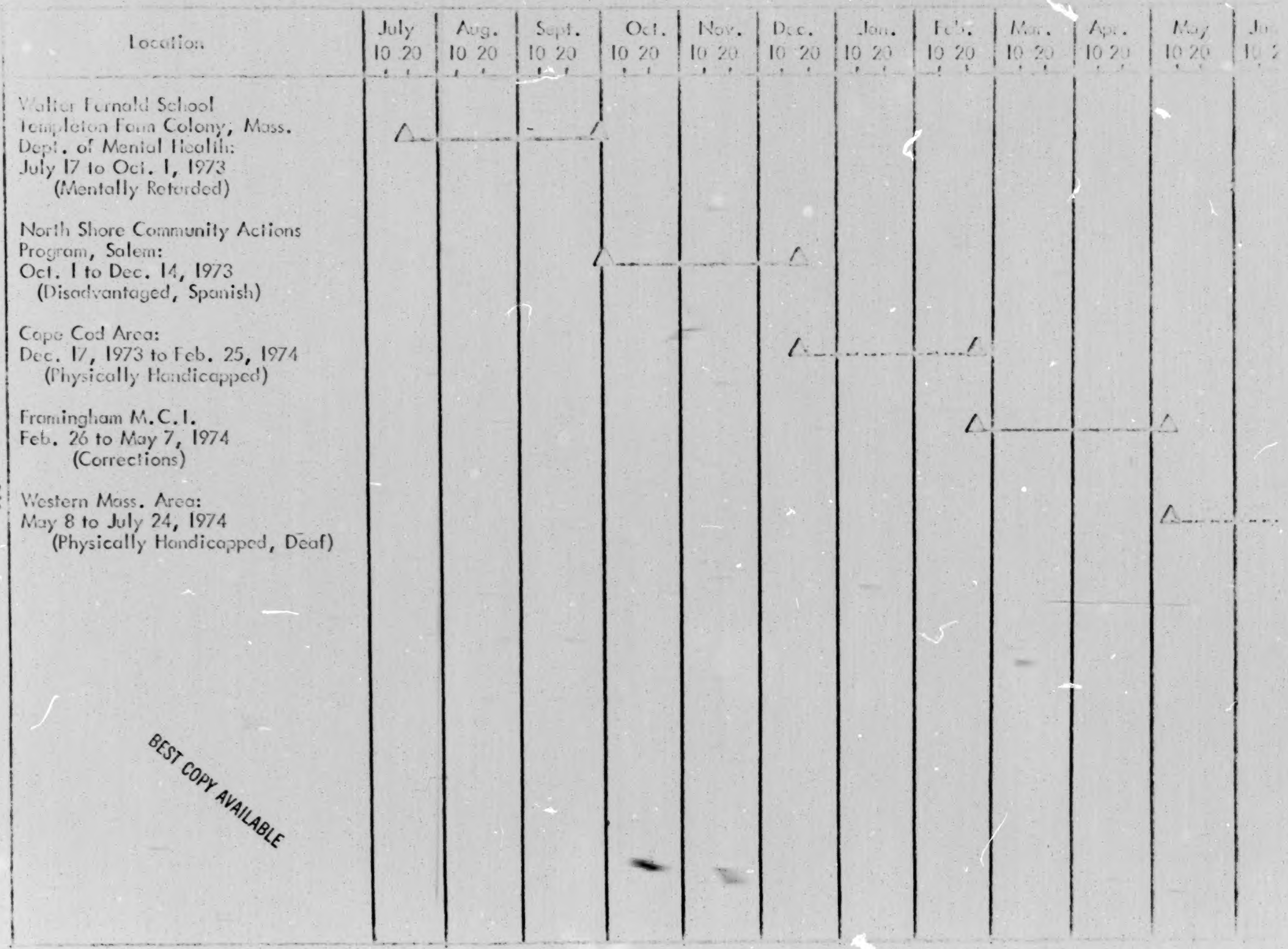
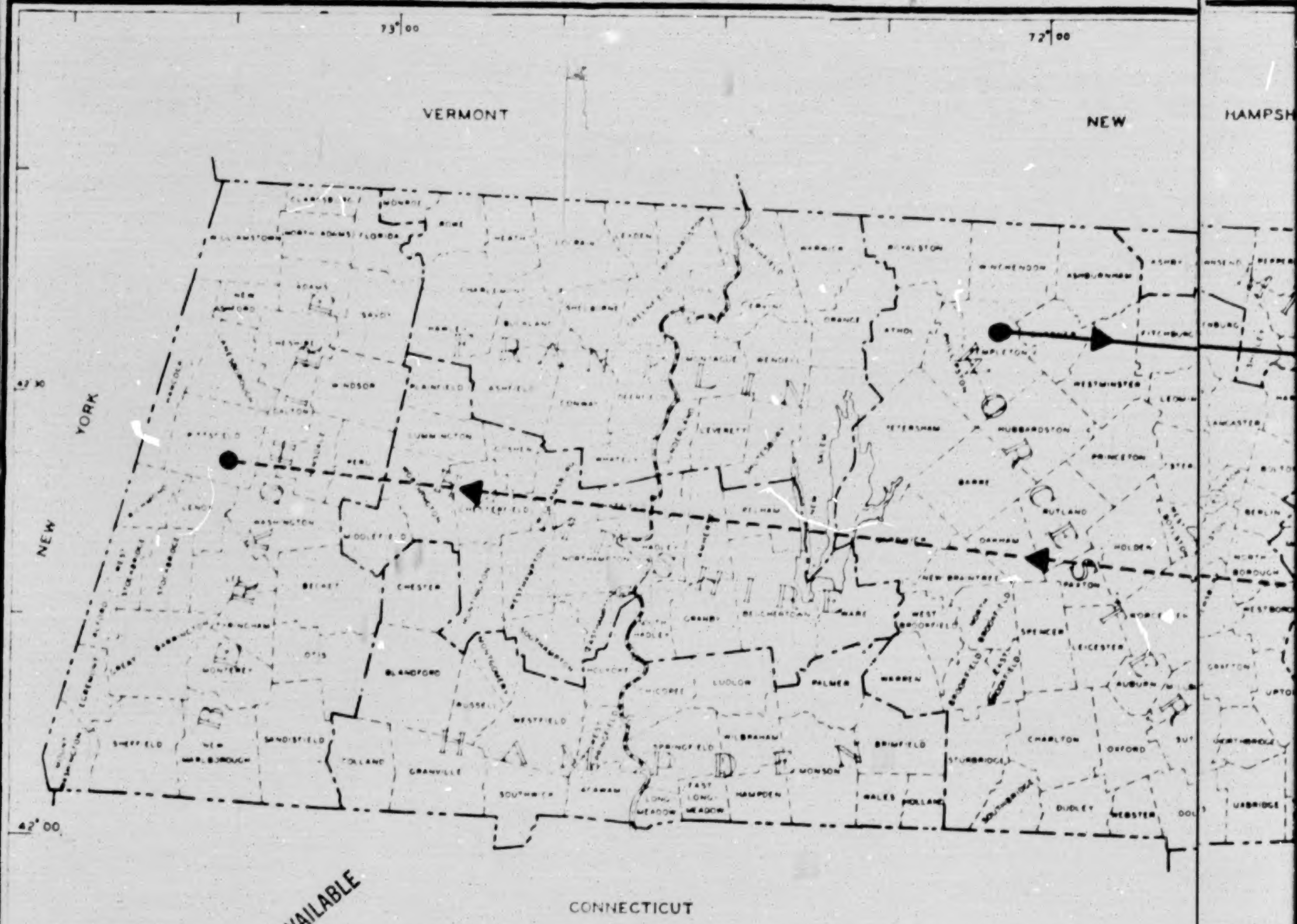

HAMPSHIRE
ODE ISLAND
NORFOLK
BARNSTABLE
NANTUCKET
71°00
70°00
42°30
42°00
41°30
PEPPERELL
DRACUT
ANDOVER
HAVERHILL
AMESBURY
SALISBURY
NEWBURY
GEORGETOWN
ROWLEY
IPSWICH
ESSEX
HAMILTON
WENHAM
BEVERLY
DANVERS
PEABODY
MANCHESTER
LOWELL
CHELMSFORD
TEWKSBURY
WESTFORD
BILLERICA
AYER
LITTLETON
CARLISLE
BEDFORD
HARVARD
ACTON
LANCASTER
BOLTON
SUDBURY
BERLIN
HUDSON
MARLBOROUGH
SOUTHBOROUGH
WESTBOROUGH
FRAMINGHAM
NATICK
WELLESLEY
NEEDHAM
WESTON
NEWTON
BOSTON
ASHLAND
HOPKINTON
SHERBORN
DOVER
HOLLISTON
UPTON
MILFORD
MEDWAY
MILLIS
WESTWOOD
QUINCY
BRAINTREE
NORWOOD
CANTON
WALPOLE
NORFOLK
SHARON
STOUGHTON
HINGHAM
SCITUATE
NORWELL
MARSHFIELD
HANOVER
MENDON
FRANKLIN
UXBRIDGE
WRENTHAM
FOXBOROUGH
BROCKTON
PEMBROKE
DUXBURY
EASTON
WEST BRIDGEWATER
EAST BRIDGEWATER
KINGSTON
PLAINVILLE
MANSFIELD
NORTH ATTLEBOROUGH
NORTON
BRIDGEWATER
PLYMPTON
ATTLEBORO
TAUNTON
RAYNHAM
MIDDLEBOROUGH
CARVER
PLYMOUTH
REHOBOTH
DIGHTON
BERKLEY
SWANSEA
FREETOWN
ROCHESTER
WAREHAM
WESTPORT
DARTMOUTH
BOURNE
SANDWICH
BARNSTABLE
DENNIS
BREWSTER
YARMOUTH
HARWICH
CHATHAM
MASHPEE
FALMOUTH
TRURO
WELLFLEET
EASTHAM
WEST TISBURY
EDGARTOWN
CHILMARK
NANTUCKET
OUNTY INCLUDES
AND COHASSET

BUSINESS UNIT

Agencies Served: 4

3.4.3 Pr[illegible] 1973/74 Fiscal Year Timetable of Activities for Distributive Education Unit

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VERMONT
NEW HAMPSH
NEW YORK
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BERKSHIRE
FRANKLIN
HAMPSHIRE
HAMPDEN
WORCESTER
CONNECTICUT
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THE COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF COMMUNITY AFFAIRS

BUREAU OF PLANNING PROGRAMS

CITIES, TOWNS AND COUNTIES

———— Intended
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SCALE IN MILES

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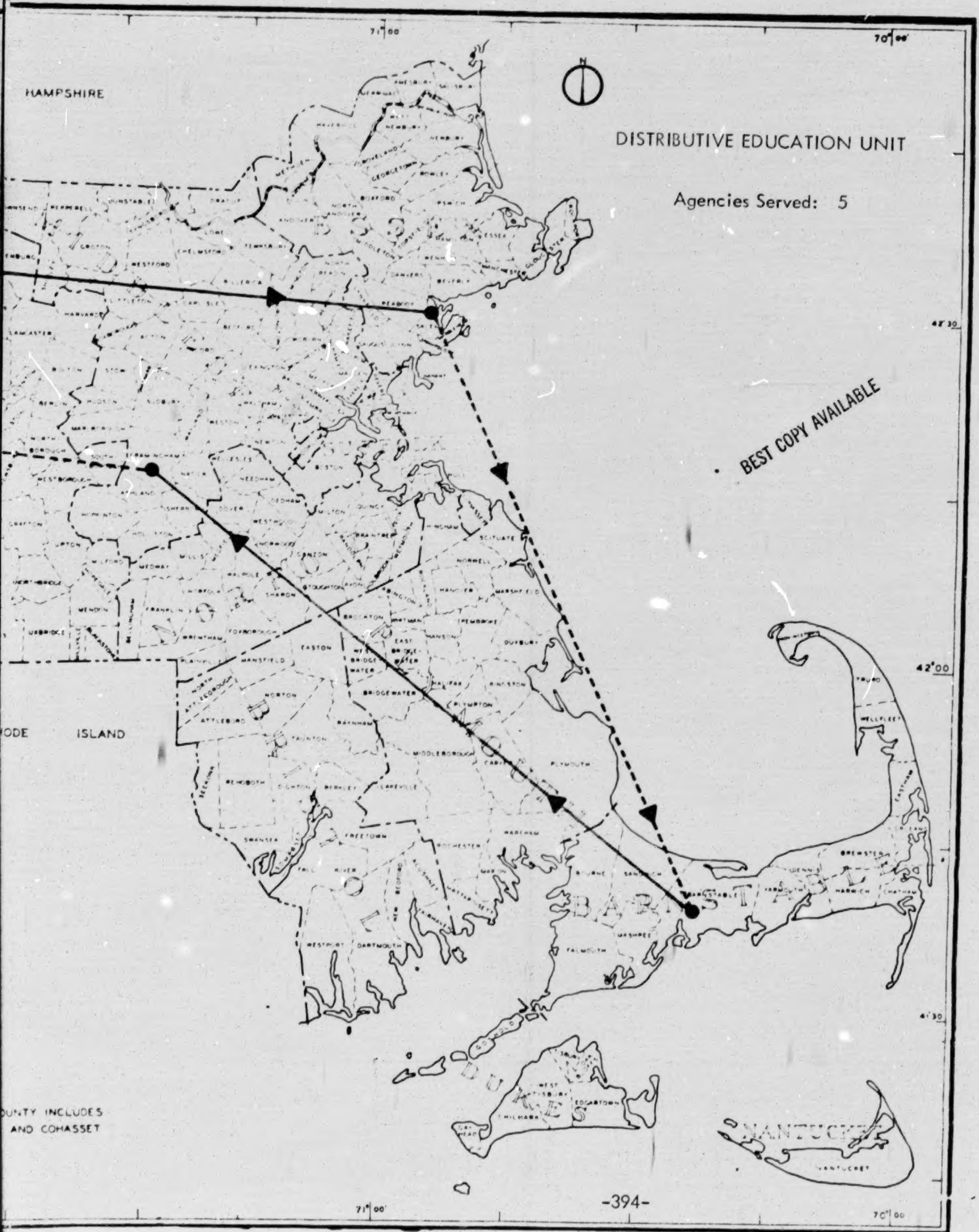
71°00
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BRISTOL
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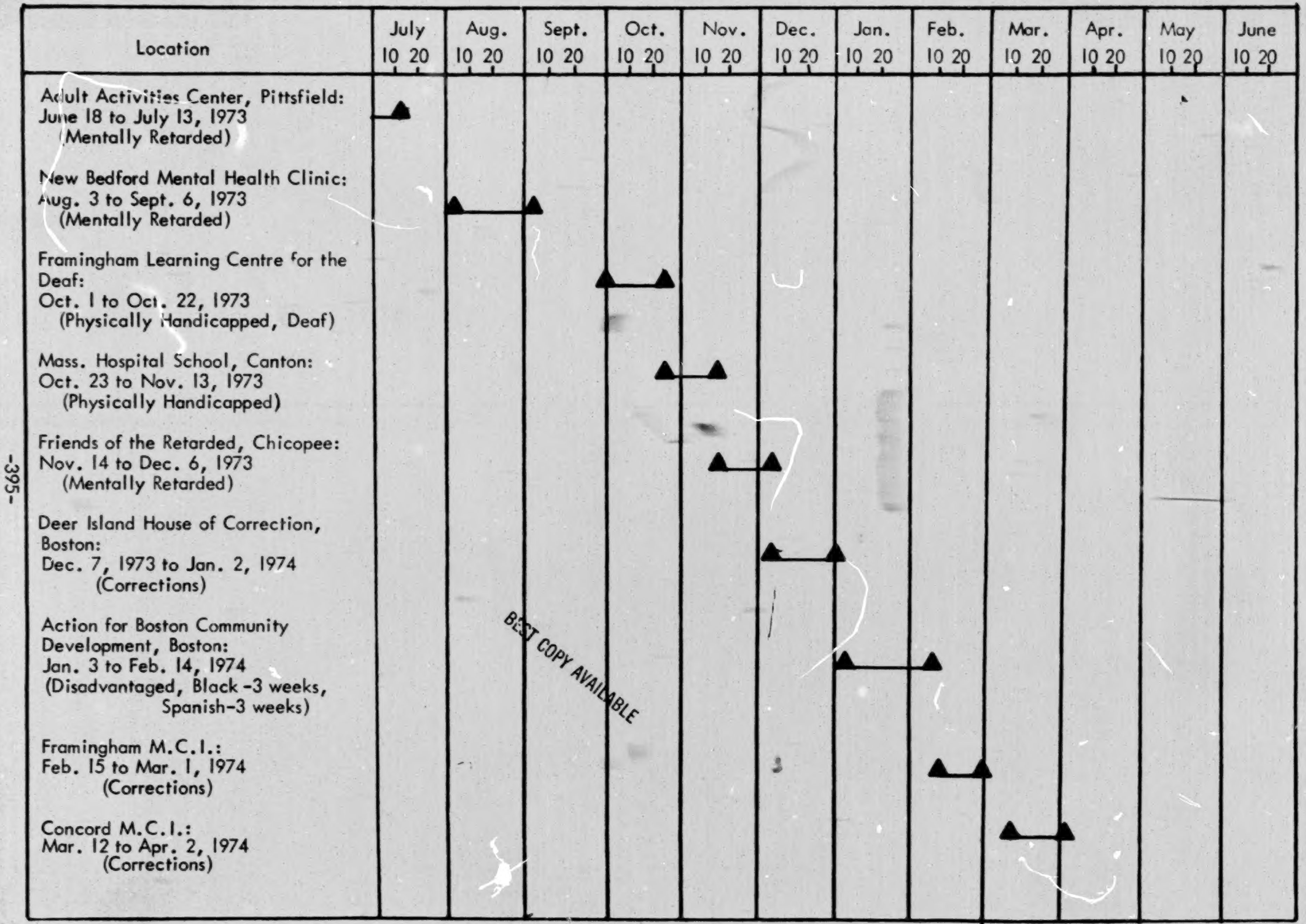
BARNSTABLE
DUKES
NANTUCKET
NEWBURYPORT
IPSWICH
GLOUCESTER
DANVERS
BEVERLY
PEABODY
SALEM
LOWELL
CHELMSFORD
TEWKSBURY
BILLERICA
WESTFORD
GROTON
LITTLETON
HARVARD
ACTON
CONCORD
BEDFORD
LEXINGTON
HUDSON
SUDBURY
MARLBOROUGH
WESTON
NEWTON
BOSTON
QUINCY
MILTON
FRAMINGHAM
NEEDHAM
DEDHAM
DOVER
HOPKINTON
WESTWOOD
SCITUATE
NORWELL
MARSHFIELD
CANTON
STOUGHTON
SHARON
WALPOLE
FRANKLIN
WRENTHAM
FOXBOROUGH
MILFORD
MEDWAY
MENDON
UXBRIDGE
BROCKTON
HANSON
PEMBROKE
DUXBURY
EASTON
MANSFIELD
EAST BRIDGEWATER
WEST BRIDGEWATER
BRIDGEWATER
KINGSTON
PLYMPTON
NORTON
NORTH ATTLEBOROUGH
ATTLEBORO
RAYNHAM
TAUNTON
MIDDLEBOROUGH
CARVER
REHOBOTH
DIGHTON
BERKLEY
LAKEVILLE
SEEKONK
SWANSEA
FREETOWN
ROCHESTER
WAREHAM
MARION
FALL RIVER
NEW BEDFORD
WESTPORT
DARTMOUTH
BOURNE
SANDWICH
MASHPEE
FALMOUTH
DENNIS
BREWSTER
HARWICH
CHATHAM
EASTHAM
WELLFLEET
TRURO
GOSNOLD
WEST TISBURY
EDGARTOWN
CHILMARK
GAY HEAD
UNTY INCLUDES
AND COHASSET

DISTRIBUTIVE EDUCATION UNIT

Agencies Served: 5

3.4.4 Pr[illegible]ted Fiscal Year Timetable of Activities for Reading Diagnosis and Evaluation Unit



Adult Activities Center, Pittsfield:
June 18 to July 13, 1973
(Mentally Retarded)

New Bedford Mental Health Clinic:
Aug. 3 to Sept. 6, 1973
(Mentally Retarded)

Framingham Learning Centre for the Deaf:
Oct. 1 to Oct. 22, 1973
(Physically Handicapped, Deaf)

Mass. Hospital School, Canton:
Oct. 23 to Nov. 13, 1973
(Physically Handicapped)

Friends of the Retarded, Chicopee:
Nov. 14 to Dec. 6, 1973
(Mentally Retarded)

Deer Island House of Correction, Boston:
Dec. 7, 1973 to Jan. 2, 1974
(Corrections)

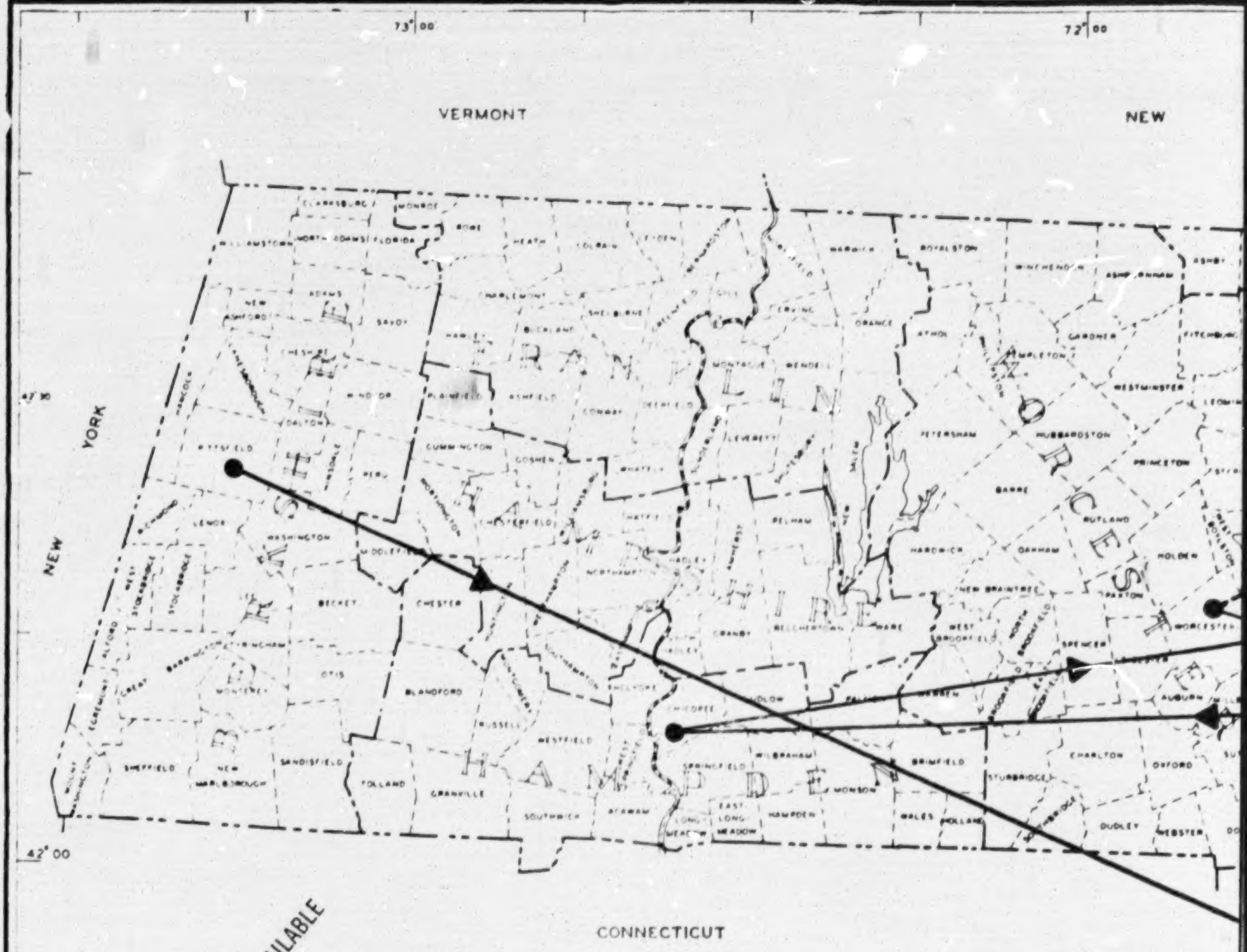
Action for Boston Community Development, Boston:
Jan. 3 to Feb. 14, 1974
(Disadvantaged, Black -3 weeks, Spanish-3 weeks)

Framingham M.C.I.:
Feb. 15 to Mar. 1, 1974
(Corrections)

Concord M.C.I.:
Mar. 12 to Apr. 2, 1974
(Corrections)

3.4.4 Projected Fiscal Year Timetable of Activities for Reading Diagnosis and Evaluation Unit (Cont'd)

Location	July 10 20	Aug. 10 20	Sept. 10 20	Oct. 10 20	Nov. 10 20	Dec. 10 20	Jan. 10 20	Feb. 10 20	Mar. 10 20	Apr. 10 20	May 10 20	June 10 20
Worcester Area Apr. 3 to May 15, 1974 (Physically Handicapped, Blind)										△- - - -	△	
Walpole M.C.I. May 16 to June 5, 1974 (Corrections)											▲——	▲
Chelsea Neighborhood Youth Corps, E.E.A. June 6 to June 28, 1974 (Disadvantaged)												▲——▲


73°00
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VERMONT
NEW
NEW YORK
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CHICOPEE
SPRINGFIELD
NORTHAMPTON
WESTFIELD
HOLYOKE
GREENFIELD
AMHERST
WARE
PALMER
SPENCER
WORCESTER
LEOMINSTER
FITCHBURG
GARDNER
ATHOL
ORANGE
CONNECTICUT

THE COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF COMMUNITY AFFAIRS

BUREAU OF PLANNING PROGRAMS

CITIES, TOWNS AND COUNTIES

———————— Intended
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SCALE IN MILES

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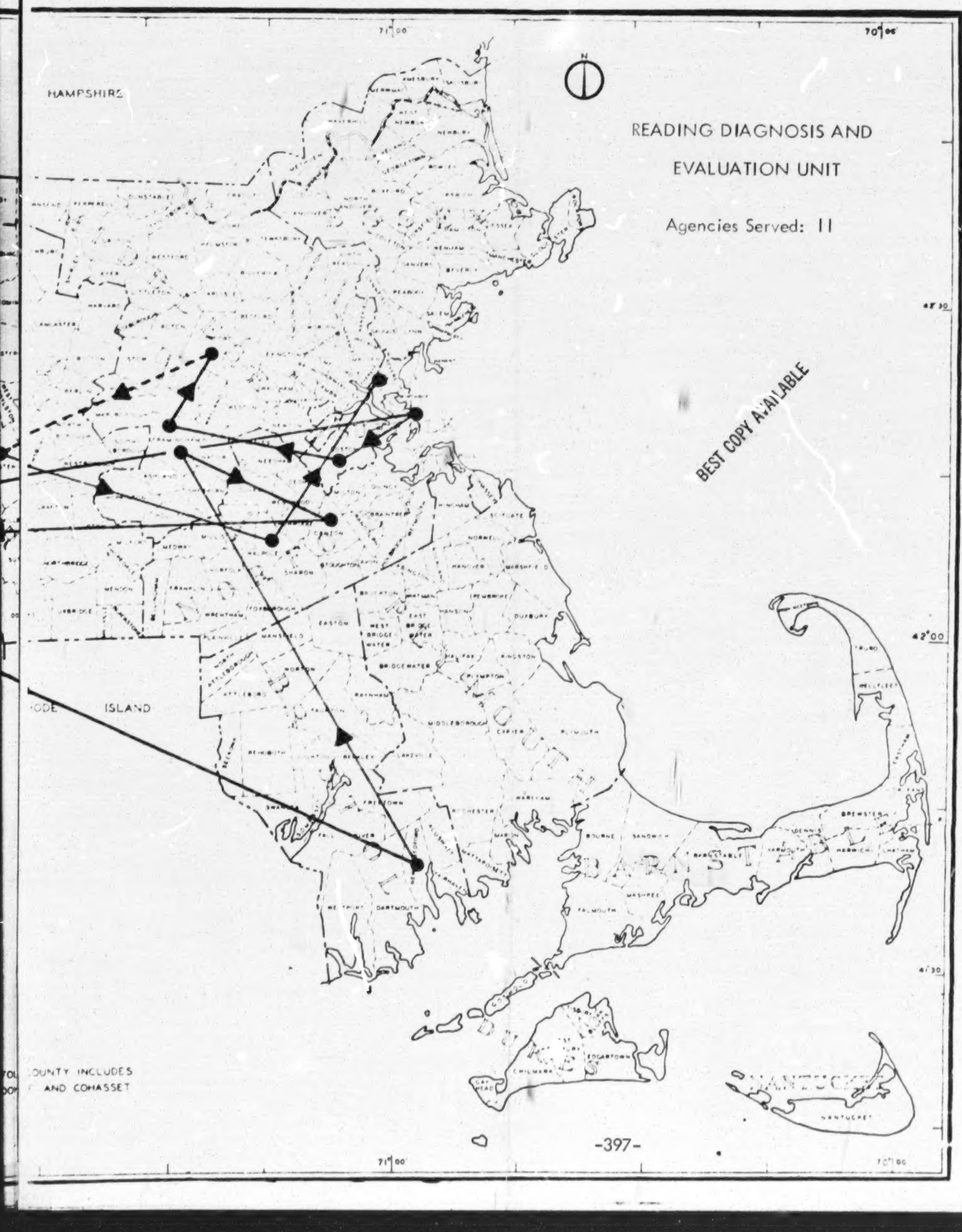

HAMPSHIRE
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RHODE ISLAND
BARNSTABLE
NANTUCKET
COUNTY INCLUDES
AND COHASSET

READING DIAGNOSIS AND
EVALUATION UNIT

Agencies Served: 11

3.5 ACCOUNTABILITY AND DISPOSITION OF ALL FUNDING SOURCES FROM INCEPTION TO PROPOSED TERMINATION OF FY '74

*	Funded in FY '71	
1.	PL 90-576 (178,000) Disadvantaged (87,000) Handicapped (91,000)	Four (4) Mobile Laboratories $178,000
*	Funded in FY '72	
2.	PL 90-576 (16,526) Part C -- Research	Administrative and Instruction Equipment $16,526
*	Funded in FY '72	
3.	PL 90-576 (166,384) Part B -- Disadvantaged	Operating Expenses for Planning Year FY '73 Salaries, Equipment, Supplies $166,384
*	Funded in FY '73	Total '73 Operation $360,910
6.	PL 90-576 (166,000) Part 102b - Disadvantaged	Operating Expenses Administrative Cost, Instructional Salaries, Supplies $166,000
*	Funded in FY '73	
7.	PL 90-576 (40,000) Part B - Disadvantaged (73)	Supplement Budget to Expand Guidance and Placement Programs $40,000
8.	PL 90-576 (25,301) Part B - Disadvantaged (74)	Curriculum Development, CAI and Salary Increases

* Inventory Codes to Sources
(4 & 5) Surplus Equipment Sources

Total '74 Operation $231,301

Total Operating Costs for
2 Years $592,211

Project MODEL
Estimated Budget - Combining Parts B & 102b.
Period from July 1, 1973 to June 30, 1974

Sub. No.	Account	Adm. 1000	Inst. 2000	Supp. & Texts 2400	Placement 2700	Other 7000 (O)	Equipment 7000 (E)	TOTAL
02	Salaries	24,715	99,663		11,400			135,778
03	Services Non-Employees	8,080	8,200			500		16,780
06	Housekeeping Supplies	100		100		200		400
08	Heat & Other Plant Operation							
10	Travel	2,500	18,300		2,900	1,100		24,800
11	Advertising & Printing	875	100	200		8,000		9,175
12	Maintenance & Repairs	275	1,300	400		1,000		2,975
13	Special Supplies & Expenses	275	1,900	1,700				3,875
14	Office & Administration	10,058	1,800			6,060		17,918
15	Equipment					400	1,000	1,400
16	Rentals	1,000	3,600			7,400		12,000
20	Pension & Benefits	1,925	3,300		500			5,725
	Miscellaneous	175	300					475
	Estimated Budget	49,978	138,463	2,400	14,800	24,660	1,000	231,301
	Adjusted 102b.	49,978	97,762	-0-	-0-	17,260	1,000	166,000
	Part B - '73	-0-	15,400	2,400	14,800	7,400	-0-	40,000
	Part B - '74	-0-	25,301	-0-	-0-	-0-	-0-	25,301

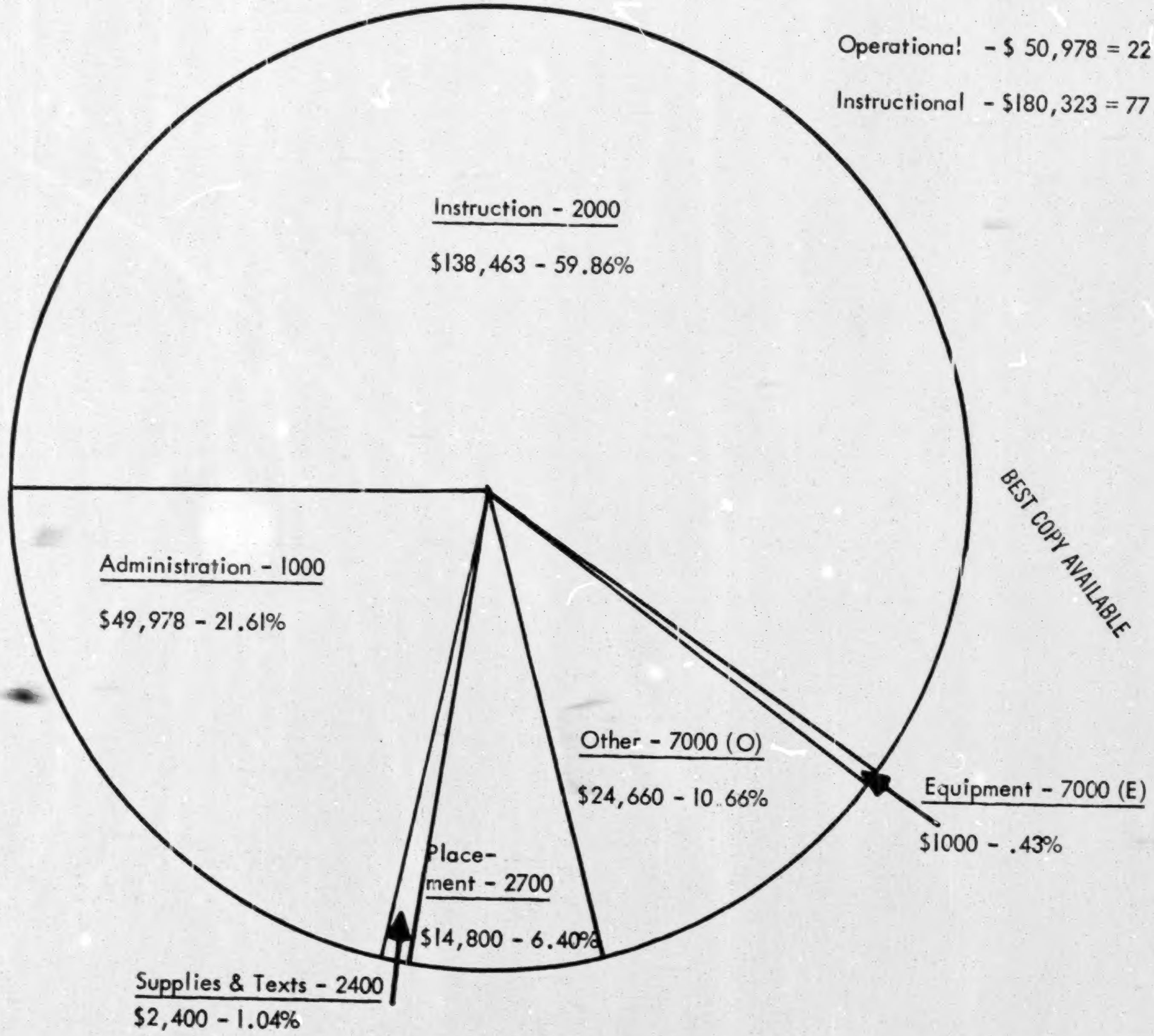
Project MODEL

Estimated Budget - Combining Parts B & 102b -- Period from July 1, 1973 to June 30, 1974 by Account Number

Operational - $ 50,978 = 22.04%

Instructional - $180,323 = 77.96%

Account #	Category
1000	Operational
2000	Instructional
2400	Instructional
2700	Instructional
7000 (O)	Operational
7000 (E)	Instructional



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6. "Operational Handbook for Occupational Education," Bulletin 326, The Commonwealth of Massachusetts, Department of Education, Boston, MA.
7. "Policy and Procedures Manual," The Commonwealth of Massachusetts, Division of Occupational Education, Boston, MA.
8. "Public Law 90-576," Amendments to Vocational Education Act of 1963, 90th Congress, H.R. 18366, October 16, 1968.
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